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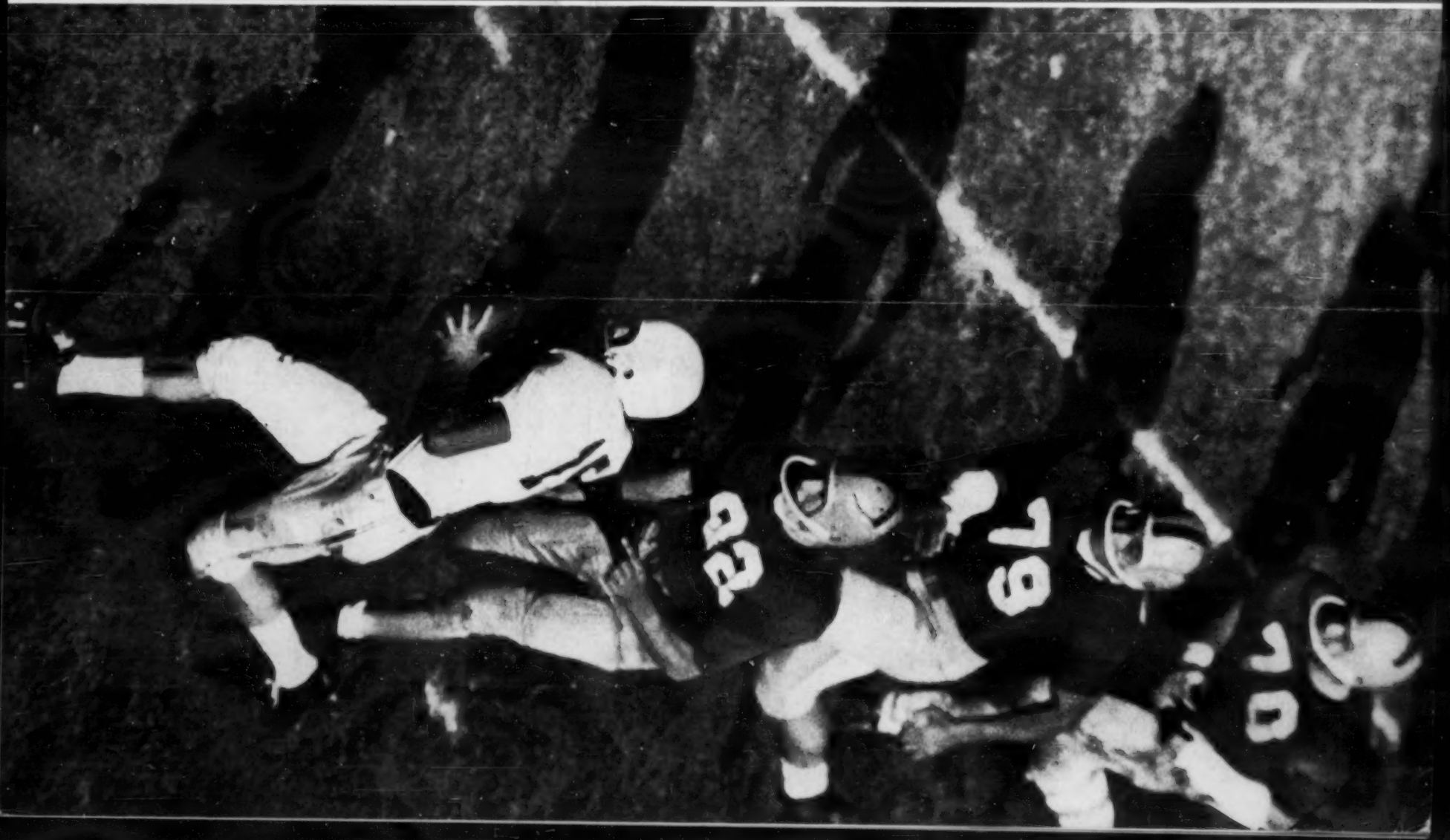

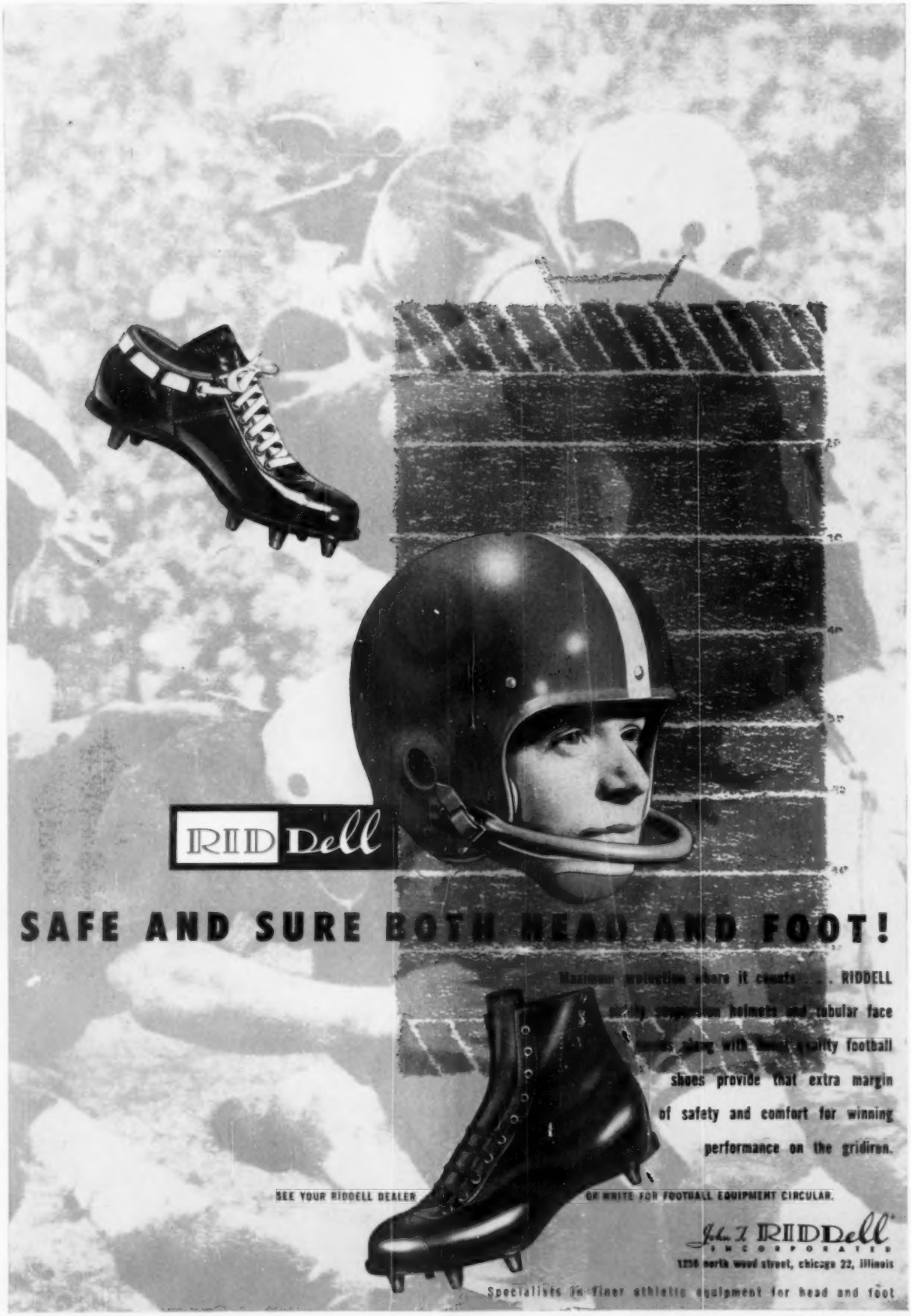
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IN THIS ISSUE

HERE BELOW (Shrimp Heaven's Can-Can) 5
CANISIUS' FOUR-MAN CLOSE WEAVE *by Joe Curran* 7
WEST VIRGINIA'S FREE-LANCE OFFENSE *by Fred Schaus* 8
DEFENSING THE BIG MAN UNDERNEATH *by Frank McGuire* 11
DRIVES BY FORTE (Picture Sequences) 12-13
VIBORA'S POST-SCREEN AND WEAVE *by Dr. Hector Munoz* 14
FAST-BREAK THEORY AND DRILLS *by Glenn N. Wilkes* 18
TRAINING WITH WEIGHTS *by Donald W. Fluke* 22
CREATING FAN INTEREST IN WRESTLING *by Mearl H. Greene* 26
ATTACKING THE 2-1-2 WITH REVERSE CIRCLE *by Stanley Morris* 30
GAME MOVIES IN BASKETBALL COACHING *by Hainfeld and Flanagan* 33
CODE OF ETHICS FOR H. S. COACHES (Part 2) *by Verne Morris* 38
WHERE THERE'S A WHEEL, THERE'S A WAY *by Joseph F. Shevelson* 44
"KINEPHYLAXIS" IN THE TRAINING PROGRAM *by C. H. McCloy* 48
MORE SCORING IN THE FRONT COURT *by Robert Lee and Ernest Fears* 52
DEVELOP YOUR OWN COACHING PHILOSOPHY *by George Latham* 56
NEW EQUIPMENT 60
COACHES' CORNER ("The Battle of Lexicon" *by Dan Parker*) 62
BADMINTON ILLUSTRATED (Lesson 1) *by Hugh Forgie* 63-65
SWIMMING-TRACK INVITATION MEETS *by Alton Smith* 70
NEW BOOKS ON THE SPORTSHELF 73

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Here Below

Shrimp heaven's Can-Can

AS THE autumnal equinox ushers in another bouncy football season, we keep wondering about the strange absence of the bleating hearts. In Octobers past, they'd be yelping madly in the public prints.

We miss their masterpieces about the seaminess of college football, the paltriness of college ball as compared to the pro game (written by an All-American just turned pro), the brutality of pro football, and the new panacea for football's ills (prepared exclusively for *Sports Illustrated* by Herman Hickman, William Faulkner and Bonnie Prudden).

Do you think we can go through an entire season without a single fulmination? We doubt it. Meanwhile, peace—it's wonderful!

WHEN we invited Joe Curran to lower the iron curtain from around his "mystery offense," we didn't know what kind of answer to expect. Up until then, Joe had steadfastly refused to divulge any of the details—refused to loan his game movies, refused to write articles, refused to explain it to sportswriters.

After all, his offense—euphemistically described as the Can-Can or Crap-Game Weave—had enabled his Canisius College pygmies to play giant killer for four years, and you could hardly blame him for remaining deaf and dumb to all entreaties for elucidation.

So you can imagine our delight last month when the choreographer of the Can-Can Weave walked in on us with his "music" under his arm! A pleasant, mild-mannered, intelligent young man, Joe didn't appear the secretive type at all. In fact, he was downright voluble on the Can-Can offense.

What's more, he didn't even claim to be its inventor! His old college (Penn State) coach, John Lawther, outlined it to him back in the early '40s. "John called it the old Pittsburgh freeze play," Curran explained, "and I thought it interesting enough to put down on paper. When I saw it in my notebook ten years later, I knew I had something. I put in some variations and presto! —I had a 'mystery offense.' "

The Canisius attack, as you'll note on page 7, is a four-man close-weaving affair with the center out in right field—rendering the opposing big guy null and void—or up at the top of the circle facing the ball-handling backcourt men. The passing pattern is close and tight, with the ball often being handed off in T-quarterback fashion.

"We intentionally jam the middle," says Professor Curran. "Sure it sounds crazy. (Little teams usually keep the middle open to capitalize on their superior speed and cutting ability.) But it works. Our faking and close ball-handling eliminate the danger of interceptions and set up automatic screens on every movement. The result is an awful lot of shots from close range."

Wouldn't a zone defense murder such a compact offense?

"Everyone seems to think so," Curran informed us. "Nearly everyone defenses us with a zone—or at least *tries* to. But we riddle most of them pretty good."

The choreographer of the Can-Can is unquestionably the most fearless man in America. Look at some of the games he's arranged for Snow White (his 6-ft-3 center) and the Four Dwarfs: Bowling Green, Seton Hall, West Virginia, Dayton, Oklahoma City, Fordham, Notre Dame, St. Bonaventure, De Paul, Syracuse, and Holy Cross.

And guess whom he opens with? *Kansas!* If Curran can Can-Can around Wilt the Stilt, he'll probably be elected king of the Singer Midgets!

IF WE seem a little partial toward Frank McGuire, we assure you it's not coincidental. We like the guy. Not merely because of his candor, which is refreshing, nor because of his coaching, which is fabulous.

The North Carolina coach happens to be an extremely sweet, loyal, and thoughtful person. Write him a letter and you get an answer right back. And if he promises you anything, you can count on it 100%.

Back in May, for example, Frank agreed to do an article for us. On August 26, our phone rang. It was Frank, in town for a few days. The article was ready and he would mail it the following week. Would that be okay?

We assured him it was, but that it would be a great help to get it a little sooner. Frank told us that he'd do his best to send it in that week. Well, the very next morning, our phone rang. It was our switchboard operator, informing us that *Mrs. McGuire* was waiting outside with the article!

That's the high-class kind of operation Frank runs. He has a personal messenger working on a lifetime scholarship!

WITH everyone so concerned with physical fitness these days, it would be well worthwhile re-examining Satchel Paige's immortal six-point plan for staying young. As Organized Baseball's oldest living pitcher, Satch is as well-qualified as anyone to elaborate on health programs. His profound, time-tested plan follows:

1. Avoid fried meats which angry up the blood.
2. If your stomach disputes you, lie down and pacify it with cool thoughts.
3. Keep the juices flowing by jangling around gently as you move.
4. Go very light on the vices, such as carrying on in society. The social ramble ain't restful.
5. Avoid running at all times.
6. Don't look back. Something might be gaining on you.

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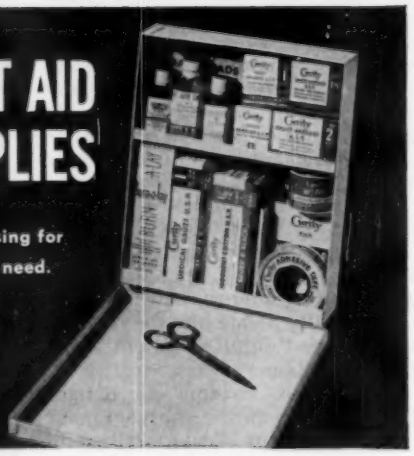

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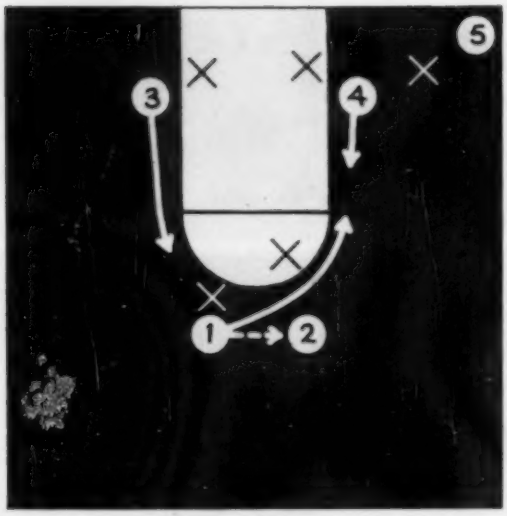
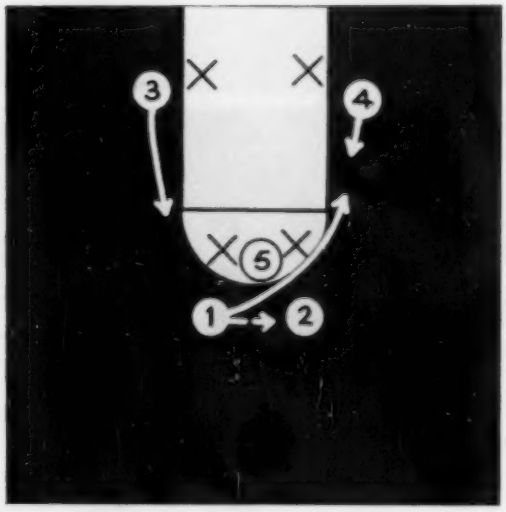


Diag. 1: **Basic set-up with center in a deep corner, guards close to each other near top of circle, and forwards close to foul lane.**



Diag. 2: **One of 5's few options. As weave starts, he comes up to standing position at top of circle, facing the offensive guards.**

CANISIUS'

Four-Man Close-Weave Attack

By JOE CURRAN, *Head Coach, Canisius College (Buffalo, N. Y.)*

A close-passing small-man offense that intentionally jams the middle!

EVER since Dr. James Naismith originated basketball in 1891, the complaint perhaps most frequently heard in coaching circles has been "lack of height." Regardless of the speed, shooting accuracy, endurance and other qualities of his team, the coach generally has a sense of insecurity when competing continuously against taller squads.

It was with this common problem, "lack of height," in mind that the Four-Man Close-Weave attack was developed. Since its adoption in 1953, it has been more commonly referred to as the "Crap Game Weave" or the "Can-Can Weave."

While far from flawless, this offense has frequently enabled our smaller team to compete on a more even offensive level with taller opponents and has often supplied the much needed offensive punch we couldn't get from the single pivot or double pivot style of attack.

The Four-Man Close-Weave has been designed with the following ideas in mind:

1. Keep the defensive center as busy as possible in areas other than where he can play his optimum defensive game. In other words, keep him away from the offensive basket in order to diminish his rebounding opportunities.

2. Set up a continuous series of offensive screens to create more shots from the good percentage spots on the floor.

3. Increase the number of short passes and thus increase the number of times that the defense may be drawn into serious errors.

The Four-Man Close-Weave sets up as shown in **Diag. 1.** The center, 5, takes up a position in the deep corner on either side of the basket. The two guards, 1 and 2, set up close to each other near the top of the foul circle. The two forwards, 3 and 4, assume positions close to the foul lane.

The guards and forwards are interchangeable and continually trade positions as the ball weaves. The center, 5 on the other hand, holds his corner position, remaining outside the Close-Weave pattern until the shot is taken.

Diag. 2 shows one of the few moves permitted 5. As the weave gets under way, he leaves the corner

(Continued on page 66)

By **FRED SCHAUS** *(HEAD COACH)*

West Virginia's Free-Lance Offense

THE ideal height distribution for any basketball team is a combination of three big men and two small men. This holds true for every coaching level, from junior high to the pro game.

While it isn't always possible to cull an ideal combination from the available personnel, the college coach enjoys an advantage in this respect. In most instances, he can control the type of incoming material. The schoolboy coach, on the other hand, must take whatever he can get.

Most high school coaches in the writer's section of the country lean heavily toward a fast break style of play. The boys who go on to college are well-schooled in this type of ball, and it's to the college coach's advantage to integrate it into his own system.

The writer has always believed that the modern game is so fast that it's best to develop "individual initiative" rather than rely heavily upon deliberate maneuvers and plays. Frequently, a player who's asked to perform in a deliberate style becomes too mechanical in his individual movements. This can be observed on every level of competition.

For this reason, most of the emphasis in developing a free-lance system of play requires concentration on the basic fundamentals stressed in the modern game. These movements must be developed into automatic reflexes so that the player won't have to hesitate before making his move. In most instances, a split-second hesitation might cause the play to fail.

The basic fundamentals of our free-lance system are primarily designed to develop "body balance" at all times, both offensively and defensively. The most glaring errors occur when a player doesn't have his center of gravity low and equally distributed over both feet.

In building our offense, the initial concern is the movement by the individual with the ball. A series of individual maneuvers are designed to develop the boy's versatility in driving either left or right with the dribble. A reverse pivot is added to each drill to aid the boy's development of footwork and body balance. These basic individual maneuvers are conducted in groups of three at each basket.

1. *Fake Left, Go Right*: Player employs a good head-and-shoulder fake while stepping out with the left foot and then coming back with a crossover step with the left foot—maintaining the right foot as his pivot. Dribble is made with the right hand.

Fake Right, Go Left: Player employs a good head-and-shoulder fake while stepping out with the right foot and then coming back with a crossover step with the right foot—maintaining the left foot as his pivot. Dribble is made with the left hand.

2. *Fake Left, Go Left*: Player makes good head-and-shoulder fake while stepping off with the left foot. Following a brief hesitation, player continues drive with left foot, making the initial move while maintaining his right foot as the pivot. Dribble is made with the left hand.

Fake Right, Go Right: Player makes good head-and-shoulder fake while stepping off with the right foot. Following a brief hesitation, player continues drive with right foot, making the initial move while

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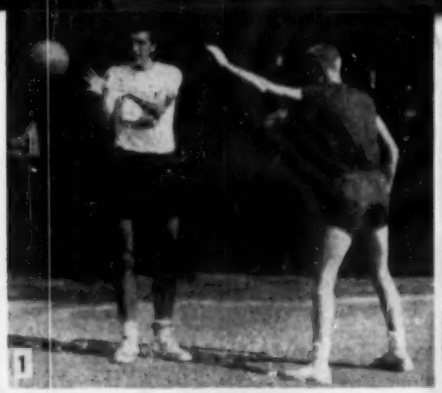
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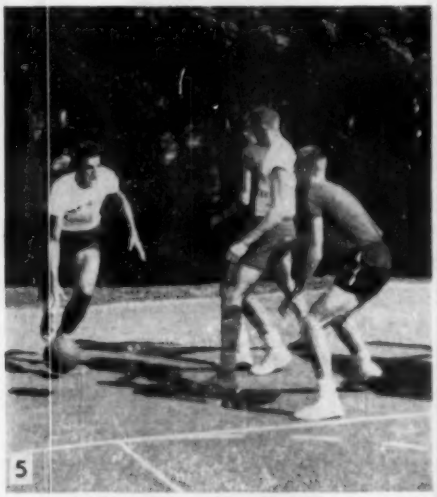
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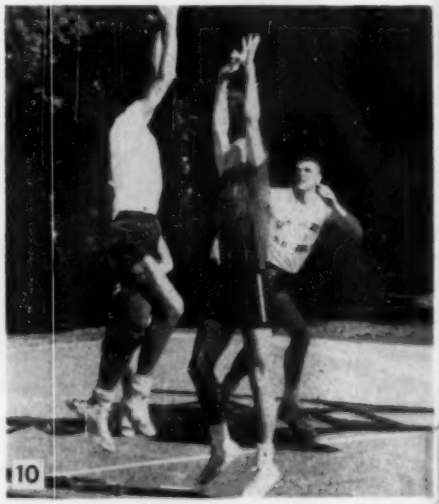
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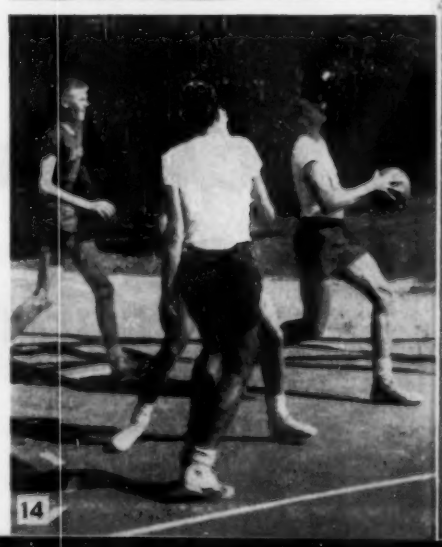
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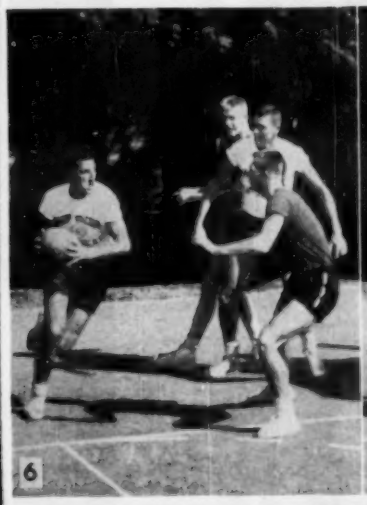
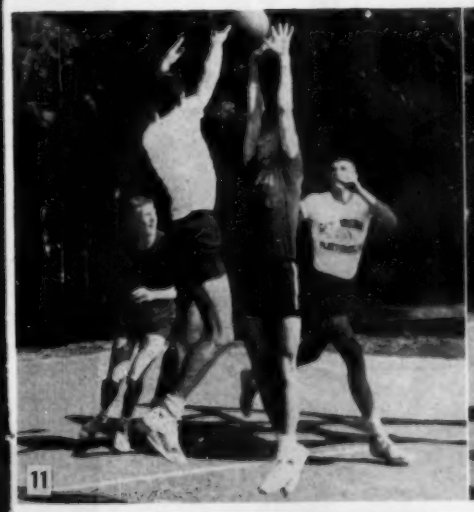
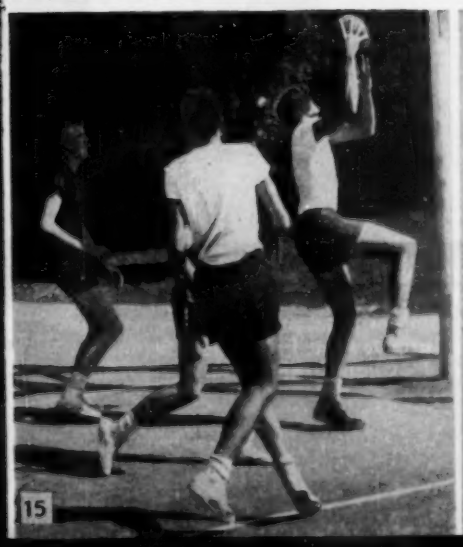


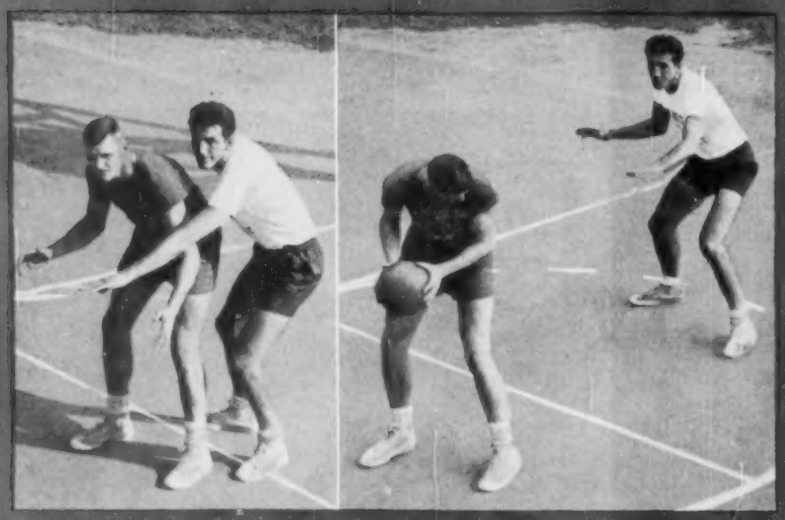




THE LAKERS' PICK-OFF AND INSIDE ROLL

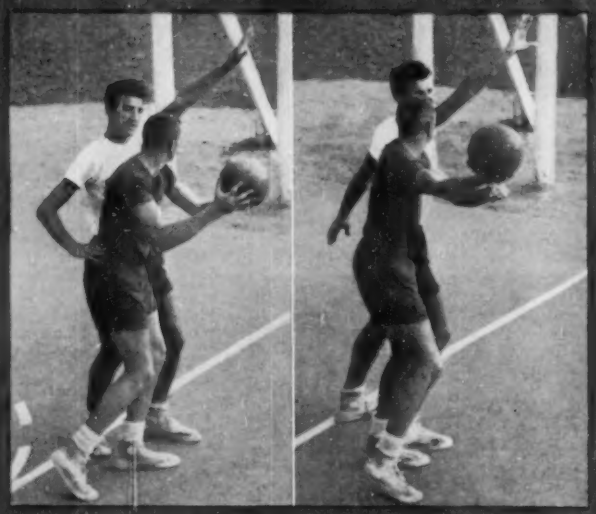
With a big burly fellow like Mikan or Lovellette on the pivot, this can be a devastating play. Demonstrating it here are Dolph Schayes, the Syracuse Nats' great all-pro forward, and Jon Cincibox, Syracuse University's big center. The play starts with Schayes receiving a pass near the sideline (1). Perceiving his center, Cincibox, crossing the lane to set up a pivot (2), Dolph fakes beautifully to his left (3), setting his man up for a drive-dribble across the pivot (4-7). The guard, trying to stick to Schayes, is run into the pivot (6-7). The defensive center, seeing Schayes in the clear, smartly switches to him (6-9). Pivot-man Cincibox then makes the key move. Having position on the screened-off guard (Schayes' man), he immediately rolls inside toward the basket (8-10). Schayes beautifully synchronizes his feed pass, taking a long step and going way up in the air to deliver a two-handed overhead pass to Cincibox under the basket. All Cincibox has to do is catch the ball, take one step, and lay up the ball.

Defensing a Low Pivot: At top is three-quarter position with guard at ball side and nearly in front; at bottom is front position, with guard "feeling" for pivot behind him.



Defensing a High Pivot: When pivot is waiting for feed, guard should play behind man or slightly at ball side with one arm extended to block incoming pass. Once pivot gets ball, guard should drop back slightly in order to switch to any free cutter or to handle any quick move by the pivot.

Double-Teaming: Idea is to get one man behind and another in front of the dangerous pivot man. This may be done from either a zone or a collapsing man-to-man defense. Defensive center plays behind pivot and weak-side man drops back to get in front of him. This is particularly effective if offensive outside men are weak shooters and drivers.



Playing a Pivot Shooter: Normal defensive tendency is to try to block shot with near—left—arm, producing contact foul by chest or other arm (left). Recommended method is to swing far, or right, arm toward ball (right), bringing body closer to shot and avoiding contact at same time.

Photos by Jerry Klineberg; demonstrations by Dolph Schayes (Syracuse Nats) and Jon Cincibox (Syracuse U.) at Dolph Schayes Basketball Camp, Camp Valcour, Plattsburgh, N. Y.

NORTH CAROLINA'S

System of Defensing

the Big Man Underneath

NOTHING can age a coach faster than watching a good big opponent operating on the pivot. That good big man spells m-u-r-d-e-r. He can kill you in so many ways—shooting, rebounding, or feeding the cutters.

The triple-threat generated by the big boy places terrific onus on the defense. If it can't stop or at least impede the pivot man, it's going to have a tough time winning. Defensing the big man is thus a must in the coaching scheme, and it will behoove every coach to put in plenty of time on it.

By "defensing the big man" I mean defending whatever man goes into the pivot area—immediately under the basket or at the side of the lane. Years ago just one man usually played the pivot. The tendency today, however, is for any one of three men to play the position. And there's also the double-pivot setup, which places two men in this most dangerous scoring area.

What can you do to defense the big man—whoever he is—in the pivot area? First of all, it's advisable (in most situations) to play your own biggest man against him. With this in mind, I recommend the following strategies:

1. Playing between the ball and the pivot man.
2. Playing the pivot man three-quarters.
3. Double-teaming the pivot man.
4. Using a collapsing defense against him.
5. Various types of zone defenses.
6. A full-court press.

Before elaborating on each of these methods, a few general thoughts on defensive pivot play may be in order. If at all possible, a complete scouting job should be done on the opposing pivot man. It helps a lot to know:

1. His height, weight, age, and experience; physical strength, stamina, speed, agility, aggressiveness.
2. His preferred spots on the floor.
3. His preferred individual maneuvers and shots.
4. Does he like to pass from the pivot; if so, does he follow a set pattern—faking one way before passing off to another, using the same type of pass each time, etc.
5. Does he roll; does he follow up strong after a shot; does he rebound well.

Once you know what the pivot man can do, you can build your defense accordingly. If the pivot has a favorite spot, the defensive man should try to beat him to it—setting up on that spot with the arms out and moving. This will confuse the ordinary pivot man, forcing him to go around the extended arms or to seek another spot.

When playing behind or at the side of the pivot, the guard has an excellent vantage ground from which to survey the offense. He's in excellent position to switch to free men cutting underneath, and should do so whenever feasible. After the switch, he should return to his man at the earliest opportunity.

Now let's take a look at the specific tactics recommended for defensing the big man:

1. Playing between the ball and the man. The best known way of playing a high-scoring pivot man who sets up underneath is from the front, never the back. The important thing is to prevent him from getting the ball while in good position. Once he does, it becomes practically impossible to control his hook, turn, and jump shots.

Playing in front of the pivot makes it extremely tough to get the ball in to him. The smart front-playing guard will keep his hands up and moving, and avoid turning his head to locate his man. He may watch the pivot with split-vision or with darting glances out of the corners of his eyes (whenever possible).

A tall, agile, alert defensive man who keeps his hands up can put a severe crimp into the pivot's scoring proclivities. If the latter can't get the ball, he can't score and will be forced to come out to a higher post—which is what you want him to do.

There's one marked danger to this front defensive position, however, and that is the high lob pass over the guard's head. This must be watched for at all times, and an alert defensive pivot can anticipate this pass and intercept it. It's also frequently possible for a weak-side guard or the man away from the ball to sluff off and help out on this lob pass.

When the big man starts to figure-eight under the boards, he becomes difficult to guard. Nevertheless, it's still best to try to stay in front of him or at least at his side as he makes this maneuver. (I'm assuming that your defensive man is equally as tall and about equal in ability.)

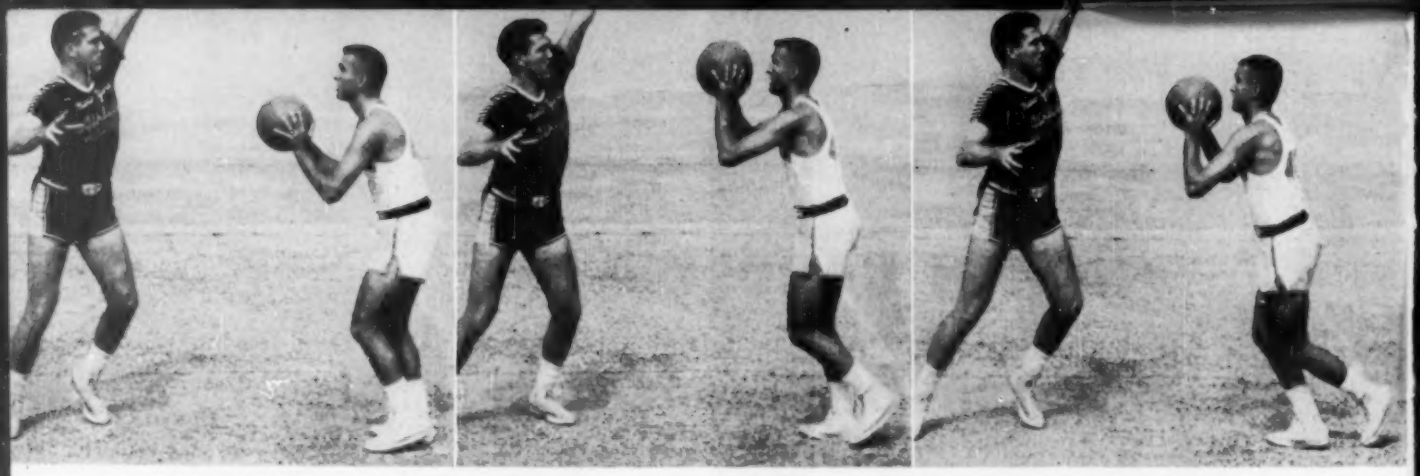
2. Playing the pivot man three-quarters has been a standard practice at North Carolina—though we prefer our man in front if he can do it. By "three-quarters" is meant playing the pivot on the (ball) side and nearly in front, with the hand extended in front to intercept the pass or at least make it tough to get through.

From this three-quarters stance, the defensive pivot can also circle his man and keep in continuous movement to hinder his efficiency.

3. Double-teaming. In our game

(Concluded on page 72)

By FRANK McGUIRE



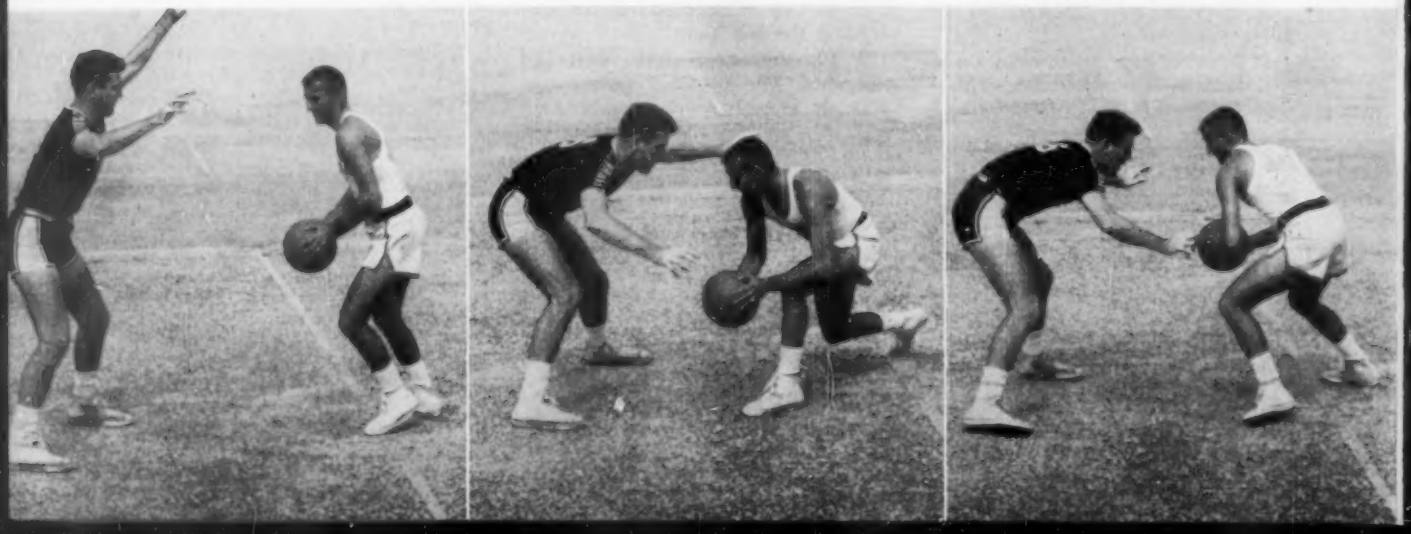
FAKE SET: Upon receiving the pass, Forte trains his eyes on the basket and starts bringing the ball up for his regular two-hand set. He brings it right up to the release position (picture 2) without in any way telegraphing his ultimate purpose. Meanwhile he subtly retracts his left leg as if for a fall-away shot. This is the clincher for the guard. Having kept his distance while Forte was bringing the ball up (pictures 2-3), he now becomes convinced that Forte is going to

Driving by Forte

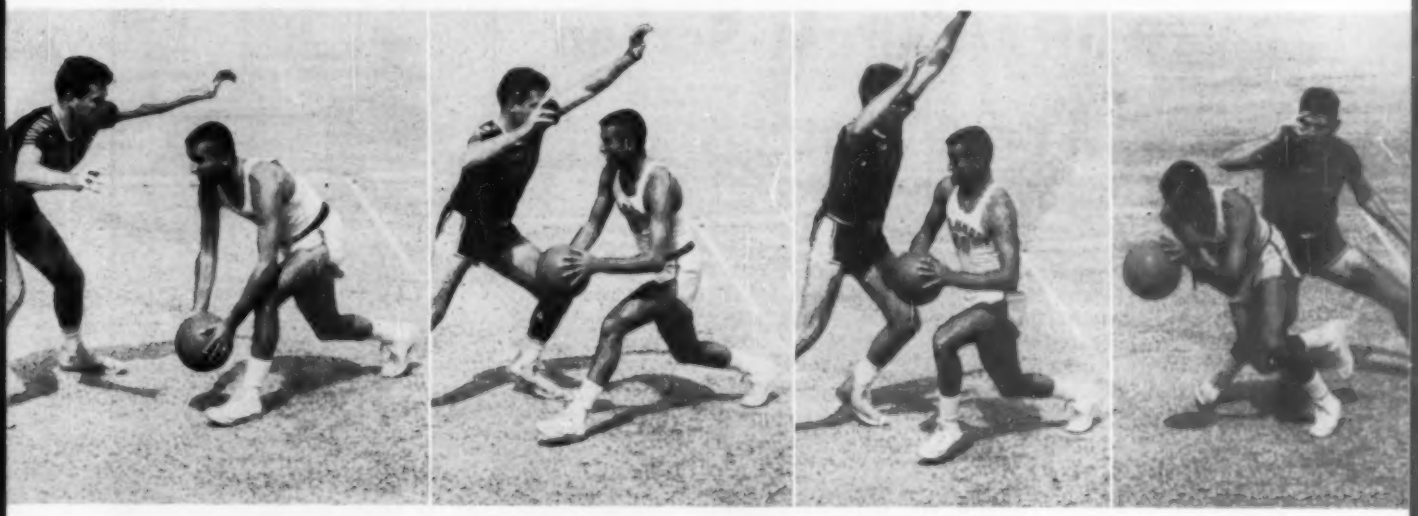
ONE of the greatest little man in college history, slender 5-ft. 8-in. Chet Forte made a great run for the scoring crown last season—finishing with a 28.9 average, just 2.9 points behind the leader (Grady Wallace). He smashed the Ivy League scoring record to smithereens and made nearly every All-American team. Forte's fortes were a deadly two-hand set, a peculiar jump shot off the wrong foot, and blinding drive. Once he wrapped his hands around the ball, there was no telling what he would do. You couldn't give him room and you couldn't come up on him. The result was that he was the most fouled star in major college play. In these sequences, he demonstrates some of the fundamental moves in the game—stunts which should be part of every player's repertoire.

STOP AND GO: This is an extremely artful stunt that can be used with devastating effect by a man with a quick pick-up. Forte sort of sizes up his man in picture 1, then fakes deeply

DOUBLE FAKE: Once you've shown a guard a good fake and drive, he'll be looking for it as the game goes along—setting himself up for a good double fake. Forte demonstrates this stunt nicely in the sequence below. Upon receiving the ball, he quickly makes a full fake to his left—faking with the leg, ball, body, and head. His guard goes with him, covering the move expertly (picture 2). Forte then shifts the ball and his body to the right, shifting from the hips



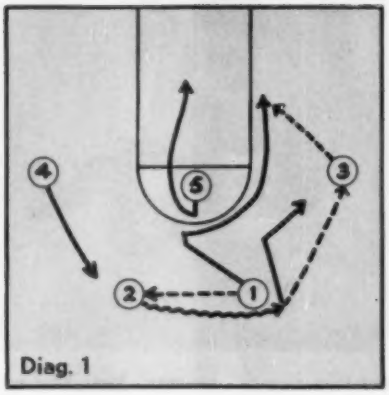
shoot, and comes bustling in (pictures 3-4). Forte then shoots out like sixty. Maintaining his right foot as his pivot, he takes a long step with the left foot (picture 5) and another long step with the right (last picture), whooshing right by his man. Note how quickly and prettily he goes from an upright position into a low driving position, and how he keeps the ball low on his dribble. That's the secret of fluid arive, and the Columbia All-American is loaded with it.



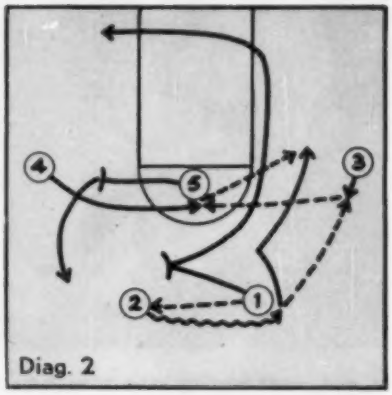
—feinting with ball, left leg, and entire body (picture 2). The guard quickly covers in that direction, and Forte stops, apparently realizing he can't continue his drive. He then starts straightening up, as if to pass or shoot (picture 3). This brings the guard in quickly to harass the move (pictures 3-4); whereupon Forte suddenly shifts into high gear, taking a long cross-over step with the right foot and dribbling right by the defensive man.

without moving the feet (picture 3). His guard, alert to the single fake, is convinced that this is another such play and shifts over to stop the apparent drive to his left. Forte then pivots back to his left (picture 4), takes a long-cross-over step with his right foot (picture 5), and dribbles right by the flat-footed defensive man. These three moves, together with other similar-looking stunts, give the individual player a deadly arsenal with which to puncture a guard's defense.

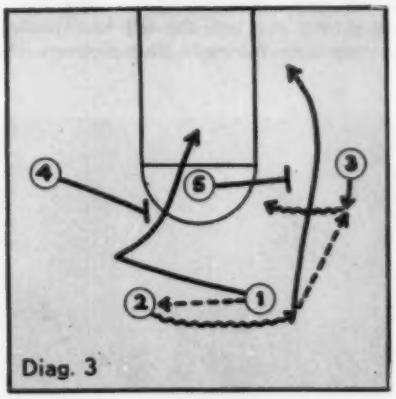
By DR. HECTOR MUNOZ
Vibora Institute of Habana (Cuba)



Diag. 1



Diag. 2



Diag. 3

VIBORA'S Post-Screen and Weave Pattern

BEING very much interested in basketball for the past 20 years, I have followed its development in the United States step by step, primarily through *Scholastic Coach* as well as other publications and clinics both in the U. S. and Cuba.

The culmination of this extensive experience is the Post-Screen Attack and Weave used by my teams at the Vibora Institute of Habana. Since this offense has the gift of simplicity, deception, and variation, I believe coaches everywhere can study, and adapt, it with considerable benefit to their teams.

The Vibora Post-Screen Attack is a weave offense in which the guards and forwards exchange positions, executing a series of screens between themselves and the post. In the weave, the guards cut through the same side of the floor in order to check the zone defense (when it changes zones) or to prevent the man-to-man from sagging.

The players know which cutter to feed by the direction of the passes and the affixture of the screens. They also know the various options of the different plays and who are responsible for defensive balance.

The Vibora attack employs three basic phases, according to the position of the post.

In **Diag. 1**, there are four players rotating and exchanging positions, with a high stationary post (provided the post's opponent doesn't possess superior height and general ability).

Diag. 2 shows how the weave is effected by the five players, with the post being rotated and screening on the opposite side of the ball.

Diag. 3 shows the middle of the floor being left open, with the post going to the side of the ball in order to set up a screen for the forward and guard participating in the play. At the same time, on the other side of the floor, forward 4, before becoming the defensive safety valve, screens 1's guard, with 1 cutting through the middle as a variation of the weave.

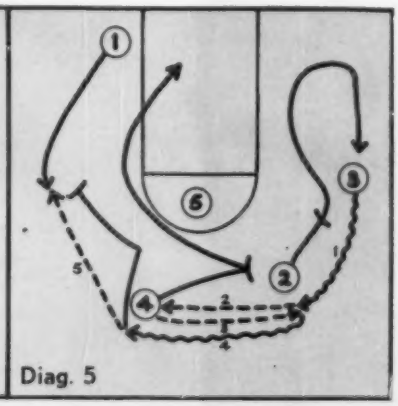
When executing any of these three formations, the players in the guard positions are principally cutting for a score or shooting from an area of 15 feet. As previously mentioned, both cut through the same side of the floor, with guard 1 cutting toward the goal under the post-screen so that his opponent cannot float onto the post **(Diag. 1)**.

With the entrance of the guards, the forwards exchange positions and become responsible for defense. However, forward 3, when the play is to his side, may elect between driving or shooting from more than 20 feet out. The other forward, not in the play, goes directly on defense but he also may shoot or screen on certain plays.

The post is the key man. He scores, feeds, screens, and has maximum responsibility for covering the board.

The weave is secondary, but we

Diag. 4



Diag. 5

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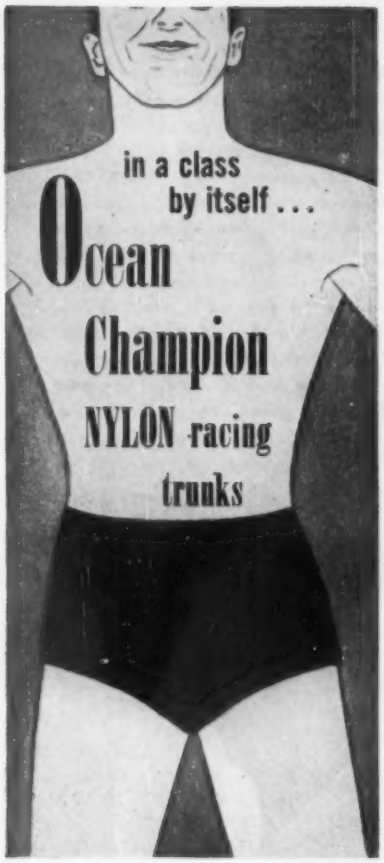

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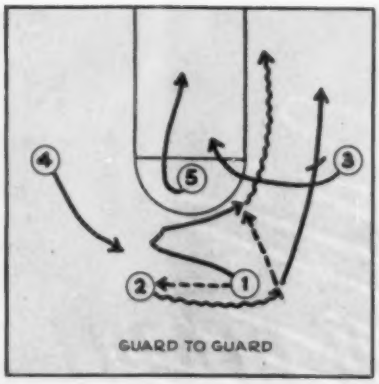
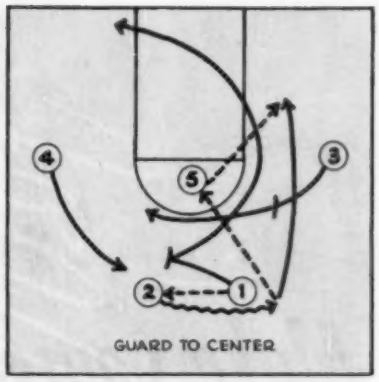




don't allow anybody to leave the set pattern. It's necessary to keep open the side we're going to attack, and we don't waste time passing mechanically—we try to go to the basket as soon as possible.

If we cannot make it the first time, we try again. If that fails, we try it a third time or else complete some of the passes and then try the weave to start the attack on the other side.

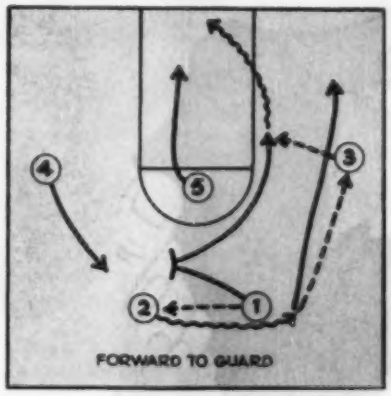
In the weave, we exploit the best abilities of the players. If we have a good dribbler or shooter, we work in a series of plays that capitalize on these abilities.

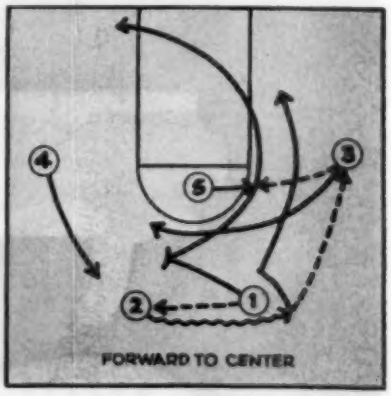
The weave is presented in **Diags. 4** and **5.** It's started with 1 passing to and screening for 2. The latter fakes to establish the screen, dribbles up to the position of the other guard, and then has four passing opportunities: to 1, to post 5, to 3, or to 4, with different play possibilities opening on each of these passes.

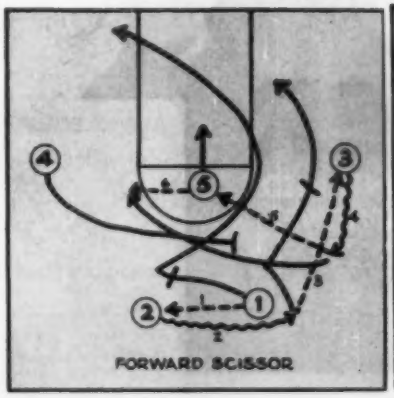
Let's suppose that 2 can only pass to 3, who's then in the forward position. 2, after passing, changes direction and waits to see if 3 can complete a pass to the center or with 1, who's cut toward the goal under the post's screen.

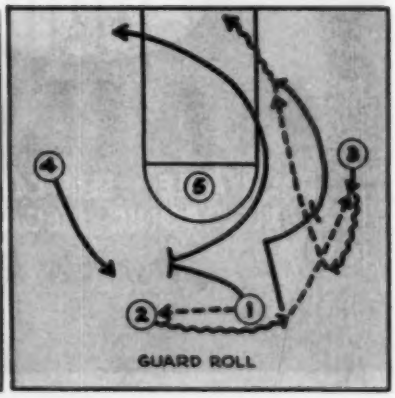
Assuming that 3 isn't able to complete a pass, 2 then knows that he isn't going to get in on a cut; and for this reason he starts to weave, effecting an inside screen for 3 **(Diag. 5)** so that the latter can dribble toward the outside to start

(Continued on page 55)



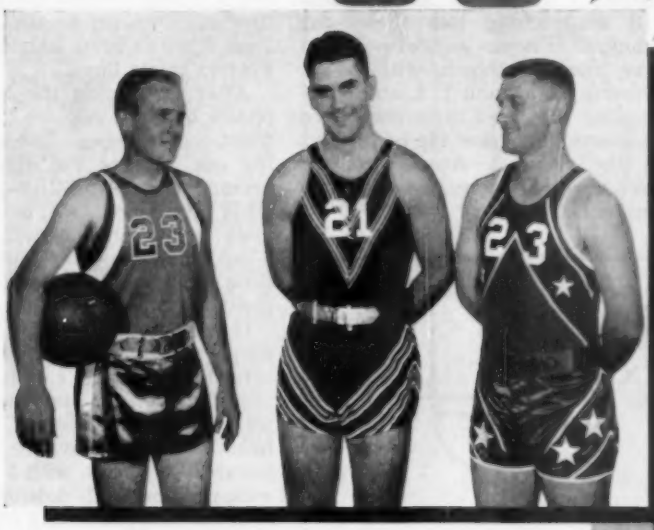






GREAT FOR '58

Wilson COLORAMA UNIFORMS



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FAST BREAK

FOR 11 consecutive years, the Brewton-Parker Junior College five has won 20 or more games —thanks in great part to its coordinated, lightning-like fast break.

Though our teams have always subscribed to the "get there fustest with the mostest" theory, we always try to have our fast break organized so that the players will know *when* to attempt a break and in *what* pattern to attempt it.

We instruct our players to attempt a fast break at the following times:

1. After rebounding an opponent's field goal attempt.
2. After intercepting a pass.
3. After a violation by an opponent (double dribble, walking, etc.).
4. After a successful field goal by an opponent.
5. After successful and unsuccessful free throw attempts by an opponent.
6. After held-ball situations.

For the fast break to be successful, the players must be in the best possible condition. We believe in constantly putting the pressure on the defense and, if we're going to run our opponents to death, so to speak, we feel we must be in better condition.

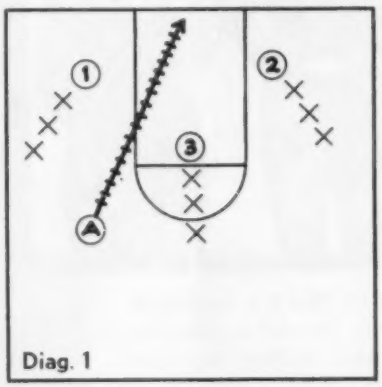
Consequently, our early season workouts incorporate many conditioning drills that involve full-court running and ball-handling. The purpose of this article, however, is not to discuss conditioning but to expound the theory and technique of our break.

Fast Break After Rebound. We believe that most fast break opportunities will come after rebounding an opponent's field goal try and, therefore, we spend a great deal of time in preparing for these opportunities.

The *key* to a fast break after a rebound lies in the speed the rebounder gets the first pass out to mid-court. The longer he holds the ball after rebounding it, the longer the defense will have to retreat into proper position.

After impressing this on our players, we go into drills to achieve the desired result. We first teach our players to screen (box out) their man after a shot to aid them in getting the rebound. No rebound, no break.

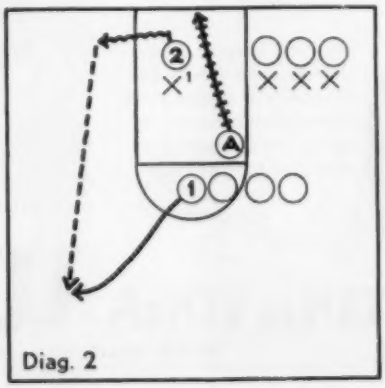
Diag. 1 illustrates an excellent drill in teaching this screen-out technique. Players are formed into three lines, as shown, with A attempting a shot and 1, 2, and 3 attempting to screen their respective opponents, X's, from the board and get the rebound. After three or four shots, the players switch assignments.



Diag. 1

Diag. 2 illustrates a drill used to teach the player to get the pass out quickly. Having already taught them the baseball pass, hook pass, and other fundamental passes necessary, we're concerned here with the player's speed and ability to get the pass out to mid-court.

A attempts the shot while 2 screens X-1 and takes the rebound.



Diag. 2

No. 1 breaks toward the mid-court line and receives a quick pass-out from 2, who's being harried by X-1. Players rotate lines.

After developing the back-court phases of the break, we turn to the front-court phases. Though showing our players the opportunities presented by 4-on-3, 5-on-4, and other situations, we believe that most scoring chances will come on 2-on-1 and 3-on-1 or 3-on-2 situations. Thus, much of our time is spent on these situations.

If the situation is a 2-on-1, we keep the two offensive players spread as in **Diag. 3.** The diagram also illustrates a drill we use in working on this 2-on-1 situation. Nos. 1 and 2 advance the ball toward the basket, with 1 dribbling wide until he meets defensive player X-1. He then passes to 2 for the lay-up.

Diag. 3

Players are taught to fake the pass and, if the defensive player retreats, to shoot the lay-up themselves. Players go to end of lines with the defensive player being changed after three or four breaks.

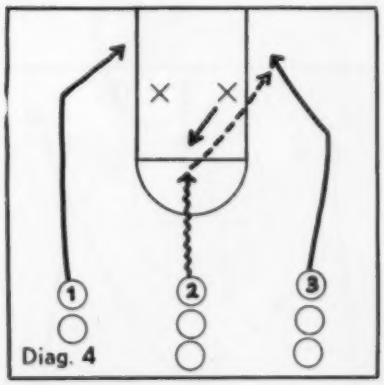
If the situation is a 3-on-1 or 3-on-2, we like to fill the three lanes on the floor. When we say "fill these lanes," we mean we like an offensive player to be breaking down-floor in each lane.

By GLENN N. WILKES, *Coach, Stetson University (Deland, Fla.)*

THEORY AND DRILLS

With these lanes filled, we try to get the ball to the player in the middle, since he has one more option with the ball than the players on the sides. He can pass either left or right, while the side players can rarely pass to anyone other than the middle man.

Diag. 4 illustrates the drill we often use in the front-court development of the 3-on-1 or 3-on-2 situation. Nos. 1, 2, and 3 break down the three lanes, with 2 dribbling in the middle until he gets to the foul line or is challenged by the defense. He then passes off to 1 or 3, depending on which side the defense challenges. Players go to the ends of the lines and the defense is periodically changed.

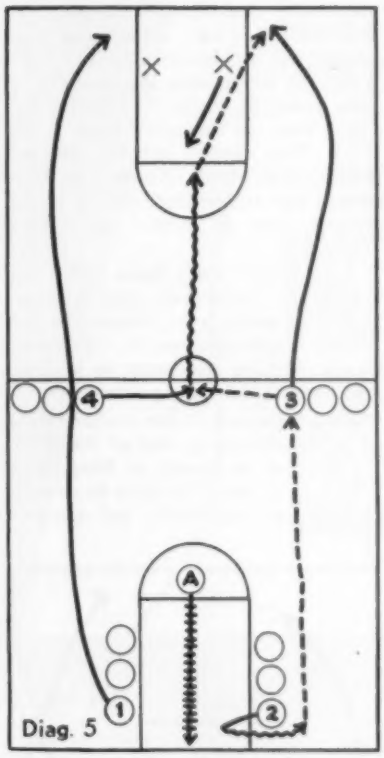


Diag. 4

After developing these phases of the break, we put them all together using the full-court drill shown in **Diag. 5.** A shoots ball against board and 1 or 2 goes for rebound. Assuming 2 rebounds, he throws ball out to 3, who quickly passes to 4 cutting to the middle.

Meanwhile, 1 has run in the path shown and when ball hits 4, the three lanes are filled and the offensive players attempt to score. Players rotate lines with all players rebounding and all players handling the ball in the middle.

Fast Break After Interceptions or Mistakes. We use 5-on-5 drills to



Diag. 5

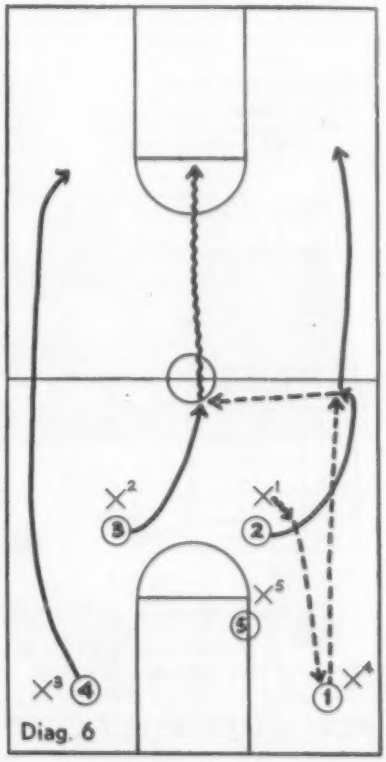
teach the break after intercepted passes or mistakes by opponents. **Diag. 6** illustrates our basic drill. X-1 deliberately throws a bad pass and, in this illustration, it's intercepted by 1. 1 passes out to 2, who has broken to sideline. 2 passes to middle man 3 and, since 4 has cut hard down opposite side, the three desired lanes are filled. 1 and 5 follow down floor as trailers.

As for breaks after opponents' mistakes, we teach our players to be alert for walking, double-dribble, and other violations and to grab the ball from opponent and get it into play as quickly as possible. We impress them with the fact that the referee doesn't have to handle the ball in back-court and that they should be alert and try to catch the defense retreating slowly. No definite pattern is required for these situations, but we do want to constantly keep the pressure on the defense.

Fast Break After Field Goals or Free Throws. Often a team will score, turn their backs, and run at medium speed back on defense. We try to exploit any defensive lapse in such a situation. Here again is our policy of keeping the pressure on the defense.

Immediately after our opponents score, our forwards branch out down the sidelines and sprint to the center line before looking back **(Diag. 7).** Meanwhile, our center grabs the ball out of the basket, steps out of bounds, and throws in to a guard going down floor. The guard in turn relays to the forward, if he isn't covered, who attempts to get the lay-up.

If the forward is covered, it's usu-



Diag. 6

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11	Red
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FOR EVERY SPORT

ally by the opposing guard; so our guards are instructed to dribble as hard as possible toward basket. Our guard will often get the shot from the foul line. If the guard covering the foward leaves him to pick up our guard, the latter can pass to his forward for a lay-up.

It's surprising how many times we're able to get a lay-up immediately after an opponent's score in this manner. This pattern is also used after successful free-throws by our opponents.

Diag. 8 illustrates the fast-break pattern after a rebound of an unsuccessful free-throw attempt. In this case, 1 has rebounded and passed out to 5 breaking down floor. 4 cuts to the middle to receive the pass from 5, while 3 is filling the third lane on the other side of the floor. This should get the desired 3-lane fast break. Notice the constant stress on getting the ball to the middle man in 3-on-1 or 3-on-2 situations.

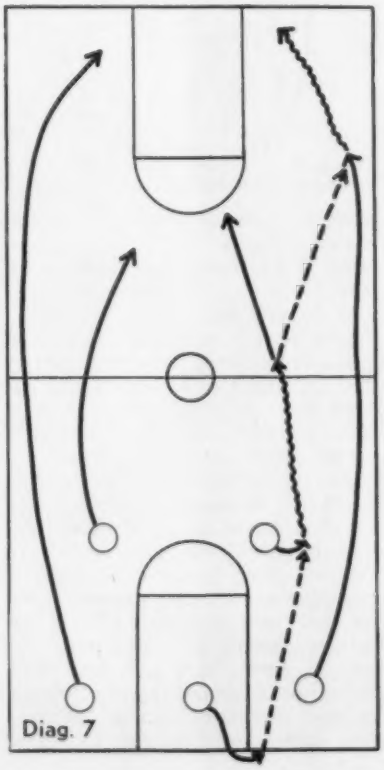
Fast Break After Held Ball. Our fast-break maneuver after a held-ball situation is very simple yet has produced amazing results. Of course, the first thing necessary is to control the tap and get possession.

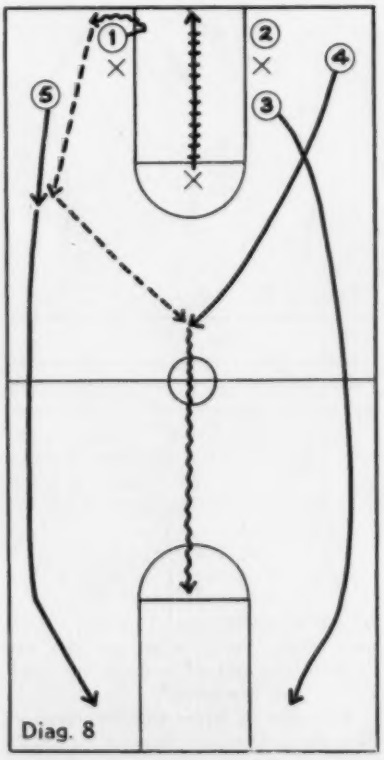
On a held ball at the center circle or at the defensive end of the floor, we line up as shown in **Diag. 9.** 5 will usually be a big man to defend in case the opponents get possession. 1 attempts to tap the ball to 2, who jumps to meet ball and passes immediately to either 3 or 4 for the desired 2-on-1 situation.

If the defense gets "smart" and plays for the tap to 2, we tap to either 3 or 4 and often get the same results.

Diag. 9

In his 4½ years at Brewton-Parker Junior College (Mt. Vernon, Ga.), Glenn N. Wilkes, newly appointed Stetson University head man, won 123 games and lost 30 for an .804 winning percentage. His clubs annexed three Georgia junior college titles, two Georgia-Florida regional crowns, and placed 8th in 1954 and 7th in 1957 in the national junior college tournament in Hutchinson, Kans. His 1957 quintet was third in national scoring with an 85.9% average and was high scorer in the national junior college tourney.


Diag. 7



Diag. 8

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JENNISON-WRIGHT
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TOLEDO 9, OHIO

Training with Weights

By **DONALD W. FLUKE,** *Supt., Cascade Locks (Ore.) Schools*

Squatting exercises with 120-lb. sandbag on shoulders enabled this 6-6 basketball center to add six inches to his jumping ability.

THE idea of using weights in athletic training is relatively new to the high school coach. While most men are vaguely aware of this scientific approach to athletic training, they usually sluff it off with remarks like, "It makes our boys muscle-bound," or, "It tightens them up."

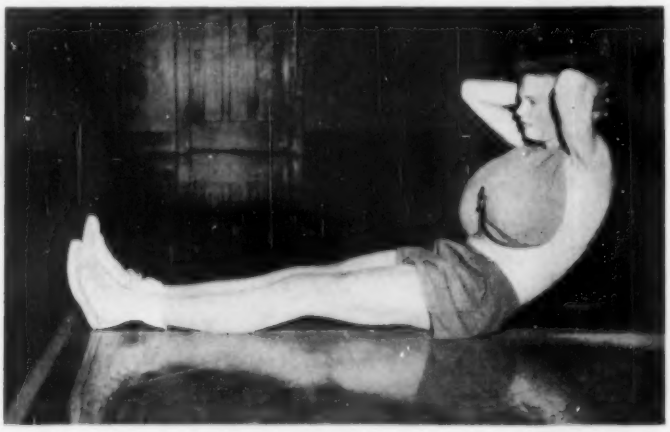
But does it? Results achieved from such a program are impressive. Leighton and Karpovich found that the athlete does not become muscle-bound. On the contrary, they become more agile with a surprising increase in the strength of the muscle groups that are properly exercised.

Helix (Ore.) H. S. developed a program using the "overload principle," or the principle that a muscle doesn't increase in strength unless worked to near maximum capacity.

In athletics, this means that once the individual can do a certain number of exercises, he will not increase his strength by merely continuing the exercise. But if he'll add sufficient *resistance* so that the muscle will be worked to near maximum, strength will increase and will continue to increase as long as progressive resistance is used. Hence, the greater the resistance that is added, the more the strength that will be gained.

Our weight training program was administered during the football season as part of the practice session. Instead of doing calisthenics, progressive weights were substituted. As each participant got dressed, he would work individually on his own weight level. This was done for seven weeks, and the results were extraordinary.

A weight training program sounds quite elaborate and expensive. It need not be. One can make his own light bar-bells or purchase them at a nominal cost. Heavier weights can be made from sacks filled with sand. By taking two sacks and putting 10 pounds of sand in each and tying them together, a weight of 20 pounds can be obtained.



Sit-ups with a 40-lb. sandbag on shoulders enabled the Helix H. S. athlete in this photo to increase his sit-up ability by 25.

This type of resistance is very easy to use because of the manner in which the weight will conform to the shape of the body.

Our program was developed in the following manner: A series of exercises was devised to strengthen the major muscle groups of the body. Each individual carried out the exercise program with as much resistance (weight) as he could handle, for 8 repetitions.

The weight load remained the same until the boy reached 15 repetitions. At this point, he would add weights so that he could do the exercise only 8 times, and then build progressively back to 15. These exercises were performed for about 20 minutes a day, three times a week.

Ten different exercises were used during this weight training program, as follows.

1. **Squat:** Standing, feet spread for balance, weights on shoulders.

Squat, bending knees, arms outstretched for balance. Return to standing position. Repeat.

2. **Upper-Back:** Subject lying on table or bench, trunk extending beyond bench, weights around neck, someone holding legs.

Lower trunk, raise trunk, extending as far as possible. Repeat.

3. **Lower-Back:** Subject lying on table or bench, lower part of body extending beyond bench, weights on ankles. Someone holding trunk.

Lower legs, and with legs rigid, extend up as far as possible. Repeat.

4. **Sit-Up Upper Abdominal:** Lying on back, weight strap on shoulders and weights brought down between arms and body, someone holding legs.

Regular sit-up. Repeat.

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580—with Kolite cover, Nylon winding, Butyl bladder and Kantleek valve. For years this ball has been an outstanding leader among schools. Approved by A.A.U., N.C.A.A. and N.F.S.H.S.A.A. List $15.65.

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5. **Sit-Up Lower Abdominal:** Lying on back, legs together, weights over ankles.

Raise legs to a 45° angle, lower slowly. Repeat.

6. **Bench Press:** Lying on back, barbells in hands resting on front shoulders.

Push arms straight up until fully extended. Lower and repeat.

7. **Lateral Rise:** Standing with barbells held at sides, arms straight.

Raise arms from the sides in a semi-circular arc until they are overhead. Lower and repeat.

8. **Bent-Arm Lateral Rise:** Lying on back, arms by sides, arms slightly bent and rigid.

Raise arms up and over chest, lower slowly and repeat.

9. **Bicep:** Standing, arms at sides.

Flex arms fully, extend fully and repeat.

10. **Rise-on-Toes:** Standing, weights on shoulders, toes and balls of feet elevated on a 2-inch board.

Rise fully on the toes, lower body and repeat.

One of the most popular of these exercises was the Squat (No. 1). Big John Stevens, leading prep basketball scorer in the Pacific Northwest in 1955-56, increased his jumping ability 8 inches with this exercise!

Four exercises were used to strengthen the arms and shoulders. These included the Bench Press, Lateral Rise, Bent-Arm Lateral Rise, and the Bicep exercise. Several of the boys gained in shoulder and muscle development considerably. This development became very apparent in their physical appearance.

Each boy was given a motor ability test at the beginning and end of the seven weeks training period to determine the effects of the exercise program. The accompanying table contains the individual scores and the mean increases for the five tests.

When interpreting the table, attention must be drawn to the fact that these boys, in addition to the conditioning program, were also participating on the football team. As a result, one cannot attribute the total gains to the exercises alone.

We're convinced that our football players were in much better physical condition last year because of the weight exercises than ever before. Players seemed to have more endurance and they didn't injure or tire easily.

Our program carried over into basketball too, with the most impressive gain in the vertical jump. The entire group averaged about 25 inches, a mean increase of 3.1 inches per man.

What does this weight training mean to the coach? Simply this: His boys will be much stronger and more agile. In football, his linemen and backs will be able to start faster, run faster, and be less susceptible to injury. In basketball, it will mean faster starts, greater jumping ability, more agility, and increased endurance.

In our program, time was a limiting factor. A pre-season training period in which one could spend about 45 minutes per day, three times a week, would be more acceptable and would perpetuate increased benefits.

INDIVIDUAL SCORES AND MEAN INCREASES FOR TESTS

	Vertical Jump		Imp.	Push-Ups		Imp.	Burpee		Imp.	Sit-Ups		Imp.	Chin-Ups		Imp.
Guy	13½	15¾	2¼	10	16	5	16	28	12	24	31	7	0	4	4
Bob	15½	20	4½	9	15	6	14	23	9	17	32	15	0	3	3
Charles	15½	17¼	2	16	26	10	19	33	14	19	21	2	2	4	2
Spike	22¼	25	2¾	22	27	5	22	27	5	19	31	12	8	14	6
Gene B.	19	23	4	27	35	10	22	31	9	22	31	9	2	8	6
Harold	13½	16	2½	9	18	9	19	26	7	22	28	6	0	1	1
Art	15	18½	3½	20	24	4	22	26	4	22	36	14	4	12	8
Gerald	20	23½	3	15	24	9	18	32	14	28	35	7	6	7	1
Jerald	21	24	3	20	31	11	18	23	5	25	30	5	0	6	6
Terry	19	21½	2½	20	27	7	23	31	8	25	34	9	2	6	4
Doug	19	21	2	8	11	3	18	24	6	17	22	5	7	11	4
Bing	21¾	24	2	21	30	9	21	33	12	26	34	8	4	8	4
Clint	19½	23½	4	16	35	19	24	31	7	22	32	10	3	10	7
John	17½	25½	8	5	15	10	12	20	8	20	28	8	0	2	2
Gene	23½	25½	2	22	27	5	26	31	5	26	33	7	7	14	7
Carl	19	22	3	22	27	5	24	30	6	29	36	7	9	13	4
Denny	24½	26½	2½	25	31	6	19	27	8	20	28	8	2	5	3

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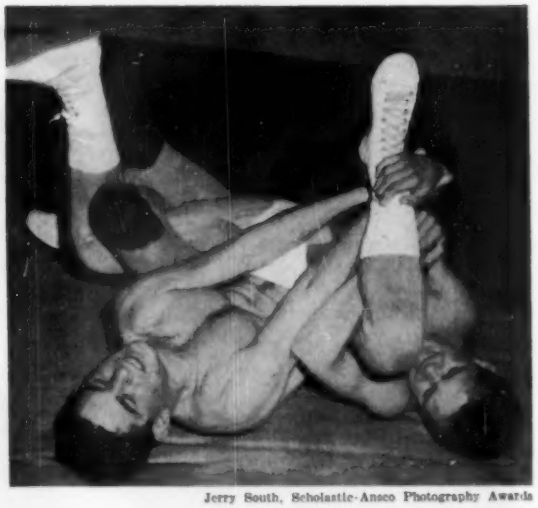
Creating Spectator Interest in Wrestling



Jerry South, Scholastic-Ansco Photography Awards

ARE your wrestling meets well-attended? If so, then this is not for you. But, if, as is generally the case, only a handful of spectators turn out to watch your athletes, perhaps some of the following suggestions will help you.

Team morale would definitely be increased if your boys wrestled before a larger, more appreciative audience. Boys are anxious to demonstrate their prowess before classmates, family, relatives, etc. If they observe a lack of interest by others, they too may soon lose interest.

More boys would go out for wrestling if their parents became interested in the sport, at least to the point where they wouldn't object to their son's participation. Parents tend to associate amateur wrestling with professional "rasslin." Naturally they don't want their boy performing like a clown and being thrown around on a mat to be taunted and hissed at.

Wouldn't it also be fine if you could bring in additional revenue for your athletic fund—at least enough to cover the official's fee. A good official is most important for a wrestling meet. Above all else, he must be able to anticipate dangerous and illegal holds to safeguard against injury. Naturally, good officials expect to be adequately paid.

Most schools don't attempt to make money on their wrestling meets. As a matter of fact, many schools and colleges don't even charge admission. Yet crowds are conspicuous by their absence!

Why this apathy on the part of the public? Why this lack of interest in a sport that matches any in developing not only physical fitness but such desirable attributes as determination, self-confidence, courage, sportsmanship, et al.

The answer is that the public is uneducated—wrestling-wise that is! Unless a person has wrestled in competition, his knowledge of the sport is practically nil. The objectives of wrestling aren't as readily apparent as those of basketball, football, etc. Since most of our present adult population has had little opportunity to wrestle either in high school or college, it remains for us to educate them through the presentation of a meet.

Here are some suggestions for an educational program that will help create spectator interest in wrestling:

1. Publicize your meets through every possible medium — posters, newspapers, assembly talks, etc. Try to keep your schedule from conflicting with other school activities insofar as possible. Decide on a convenient starting time for the meets and see that it's rigidly adhered to.

2. Prepare programs which list the contestants of both teams in their proper weight classes and possibly give their individual records of wins and losses. A brief summary of the method of scoring might also be included.

3. Keep the spectators well-informed at all times during the progress of the meet. Many schools keep the individual-match score on an electric scoreboard and the team score on a regular blackboard for all to see.

Others reverse the procedure. Generally, it's easier to keep the rapidly changing match score on the electric scoreboard. Over-all match time should also be kept in full view of the audience, on the electric clock.

4. Have someone well-versed in wrestling holds and maneuvers announcing over a microphone or loudspeaker. He doesn't have to give a running commentary. He need simply introduce each wrestler and his weight class, announce the awarding of points, and name the various holds and maneuvers as they occur.

5. Granted that finding a competent announcer is difficult, the next best thing is to use the referee. Have him introduce each contestant and his weight class and clearly call out the reason for awarding points as he raises his fingers.

6. Make certain that your wrestlers conduct themselves as sportsmen at all times. That is to say, no foul language, no unsightly expectorating or noseblowing, and strict adherence to the spirit as well as the letter of the rules. The attire of the contestants shouldn't be such as to cause unseemly exposure (e.g., loose-fitting shorts).

7. Conduct a clinic for the student body at which the team members can be introduced, common holds shown, and the scoring system explained. A demonstration for the general public might be put on during the half-time intermission of a basketball game. One 5′ x 10′ mat will suffice for two boys to demonstrate some holds and maneuvers.

By creating spectator interest in wrestling, it's hoped that more schools will be induced to include it in their athletic program, thereby allowing more boys to participate in this fine sport and who in turn will eventually become interested spectators.

By **MEARL H. GREENE,** *Asst. Prof., St. Bonaventure University*

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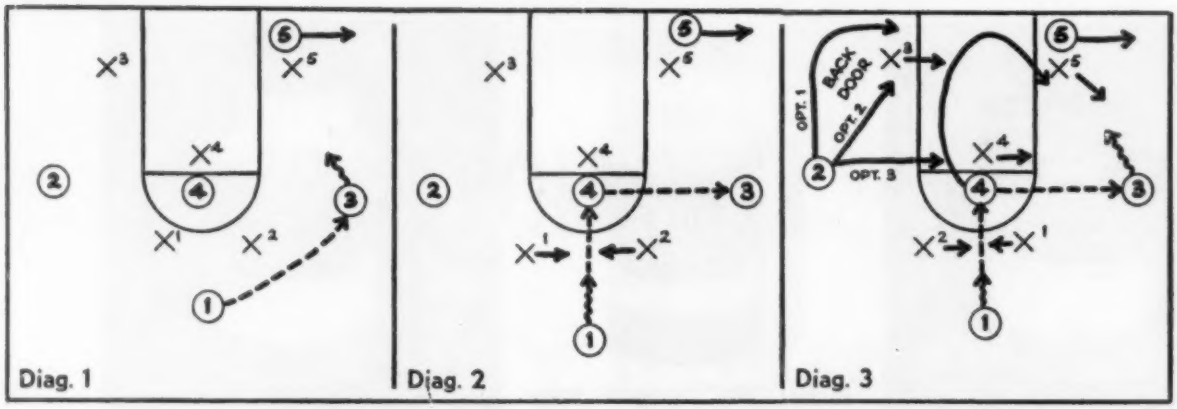

Attacking the 2-1-2 Zone with a Reverse Circle

By STANLEY MORRIS
Coach, Capitol Jr.-Sr. H. S., Baton Rouge, La.

CAPITOL Junior Senior H. S. played 44 games (including tournament play) last season, winning 36 and losing 8—the largest margin of defeat being 4 points.

But our record isn't the salient point here. The significant thing is that of the 44 opponents faced, 41 defensed us with a zone! That's why we attribute 80% of our success to the set attack we developed against the 2-1-2 zone.

This offense, featuring a reverse circle, is an outgrowth of the stereotyped 1-3-1 attack popularly employed against the 2-1-2. Though we still line up in a 1-3-1, we develop our attack differently. Why? Because the stereotyped 1-3-1 possesses a number of disadvantages as shown in **Diag. 1.**

1. If 1, 2, and 3 move the ball rapidly among themselves in an attempt to make the zone overshift, X-1 and X-2 usually end up playing the passing lanes and doing a good job of pass-intercepting.

2. If 1, 2, or 3 shoot, with or without a drive, our big boy, 4 (playing a high pivot), is usually blocked out from the rebound, as he has to go around X-4 for his stab at the backboard.

3. If we place our big boy in the 5 position (close under the goal), his rebound value is cut to the barest minimum by his slide down the end line, *away from the goal,* for the overload when 2 or 3 receives the ball.

In other words, we could get fairly decent shots against the 2-1-2, but we couldn't "buy" a rebound. And that's distinctly disturbing, since we believe that the offensive rebound is the game's most important single facet other than shooting.

It's the rebound you want and the one you don't want your opponents to get. Rebounding is getting your offensive boards and preventing the opponents from getting his.

4. If 4 attempts to shoot, he's often ganged by X-1, X-2, and X-4; or if he immediately tips the ball back to 1 to prevent being tied up, 1 is still in poor position to shoot because of his great distance from the goal.

5. Because 2, 3, and 5 do most of the shooting, 1 and 4 don't take as much interest in developing the attack.

6. The number of options open are limited and therefore the attack is easy to stop.

The requirements for the type of zone attack we were seeking had to contain all of these features:

1. No stereotyped passing lanes.
2. Offensive rebounding strength.
3. Deployment of the large man close under the goal where he couldn't be ganged by X-1, X-2, and X-4 on his shot and would be able to give the offense help while doing damage to the defense.
4. Getting more players into the act, increasing the number of options.
5. Overloading.
6. Bringing a potential scorer through the "back door."
7. Faking the zone into a wrong shift from within instead of the outside.

Our first consideration was getting the tall man closer to the goal. This was adequately taken care of by the reverse circle which is the very foundation of our attack.

In **Diag. 2,** No. 1 fakes a drive up to middle, forcing X-1 and X-2 to take him. Quickly he passes to 4, who immediately shoots or passes off to 2 or 3.

If 3 receives the ball, without hesitation he drives straight for the goal, as shown in **Diag. 3,** while 5 slides and 4 executes the reverse circle. 2 holds his position for the back door to open. 3 may (a) shoot, (b) pass to 5, (c) pass to 2 by going up in the air and throwing a stiff overhead two-hand pass, or (d) bounce pass to 4.

In **Diag. 4,** No. 3 has bounce-passed to 4. The latter may (a) shoot quickly, (b) if crowded, pass back to 3 or 5 for the shot, (c) upon hearing a call from 2, pivot quickly from a crouch and hit 2 coming through the back door on a hard drive. In this case, 2 does not try

(Continued on page 68)

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By **Ball-Band**, Mishawaka, Indiana

GAME MOVIES IN BASKETBALL COACHING

THOUGH all the pros, nearly all the colleges, and a great many high schools are finding game movies an invaluable aid in football coaching, they haven't done as extensive a movie job in basketball. And yet the potential benefits are identical.

But the handwriting is on the screen. Recent developments are encouraging more and more high schools to film their basketball games. These developments include:

1. Better lighting is being provided in the gyms and fieldhouses now being built, and adequate lighting is an important factor in good movie-making. In the current construction boom at all levels of education, school board members and administrators should give serious thought to providing sufficient lighting in their gyms. There's a need for well-lighted areas for physical education classes and basketball games. Too many basketball games are being played under lighting better suited for the junior prom. Coaches desiring game movies are fortunate to have good illumination in their gyms.

2. Coaches in older plants needn't be discouraged. In recent years, manufacturers have developed high-speed, reversible 16-mm. movie film. We've been using Du Pont's 931 for all our basketball games. It's much faster than the film of yesteryear, enabling us to take game movies in areas where it once couldn't be done.

3. Another improvement has been the availability of larger openings in camera lenses. Prior to World War II, an f. 1.9 or f. 1.5 lens was practically unheard of for the home or school movie-making equipment. Now these lenses, which make it possible to take better movies with less light, can be had as standard equipment on most moving picture cameras.

4. The film processing labs are also helping. New and better developing equipment, with their check on film exposure, is a big asset. With reversal film, dark overexposed film moves quickly through the developing tanks to make film lighter. Light, underexposed film stays in the tanks longer to give greater contrast.

5. Better projection facilities in schools are also helpful. Better room-darkening shades, beaded screens, and 750 or 1,000-watt projection bulbs help furnish better moving pictures.

Film costs are an important consideration in basketball game movies. Though the sport uses more film than football, costs can be reduced. During the past five seasons, in filming 80 football games for high schools in northern New Jersey, we used an average of between 700-800 feet of film a game in shooting at 32 frames a second.

High school basketball games with eight-minute quarters use about 1,000 feet of film, while college games with 20-minute halves require about 1,250-1,300 feet when shot at 24 frames a second. Overtime games of 3 minutes require an additional 100-foot reel of film.

During the 1957 N. J. Interscholastic Athletic Association's state basketball tournament, we filmed

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three of the finals at the Princeton University gym and one sectional final at Upsala College's fieldhouse. For the three games played in 32 minutes, we averaged 940 feet of film; and for the St. Mary's-Gloucester Catholic Class B Catholic finals, an overtime sudden-death affair, we used 1,045 feet. The figures quoted are for the complete game.

However, coaches can use less film and still get much information from the movies. The camera can be set up near a point where the end line and the sideline meet. In the first half, you may concentrate on the team's defense. In the second half, with the camera in the same location, you may film the offense. While this will give you just half the game on film, it will permit you to study your offense and defense—but will cut the film cost in half.

Slow-motion movies are very helpful to the coach and squad. Basketball is a fast-moving game and it's often difficult for the coach to remember all the mistakes that occur. The films can be shown over and over again to highlight errors and study form and techniques.

Basketball movies are also excellent scouting aids, even more so than in football. Schools play each other on a home-and-home basis much more often, and the films of the first game will reveal your opponents' offensive and defensive patterns. These can be studied by the coach and his squad before playing the opponent again.

Basketball coaches can follow the example of some of their football colleagues by shooting some of their intersquad games. All this film will be of your own squad and all players can benefit from your analysis. Movies of these scrimmages can be especially valuable when taken during the early season workouts.

RAPID PROCESSING

As with football movies, rapid processing of basketball films is desirable. The film labs don't usually work on Saturdays, as during the football season, but most will provide same-day service during the week. Film received during the morning or early afternoon will be processed and returned by regular mail or by special delivery—air mail (if requested and postage paid by the school) that same day. If the lab is nearby, someone from the school can pick up the developed movies on the evening following the game.

While filming 18 basketball games last season, we used two spring-driven cameras with two friends as assistants. One assistant reloaded the film in the camera after it had been exposed, while the other assistant was responsible for rewinding the camera.

Keeping the cameras wound up is a big problem in filming basketball with a spring-driven type of camera. It takes about 24 seconds for the camera to run down, and it's hoped that a foul, violation, or jump ball will be called or a field goal scored in those 24 seconds. Our helper rewinds the camera during these few seconds when the ball isn't in play. Should the camera run down, some of the play is missed.

REWINDING OF CAMERA

The coaches understand this situation and have been well-satisfied with the results. Actually, very little of the game is missed. The camera is rewound as the players move to the foul line, or the circle for a jump ball, or to the sideline when a violation is called. The camera is also rewound after a basket is scored.

This takes a little time and it's here that a little of the game may be missed and that the cameraman must focus on the action of the team he's shooting for.

For example, if he's filming the game for the team scored upon, then that team's offense is taken. If it's the team scoring, then the camera is on that team's defense. The opponents' guards dribble or pass into the defense on film.

With an all-court pressing defense, there's not too much time for rewinding. However, from experience, we've found that more fouls are called when this type of defense is used. The camera is rewound as the players approach the foul line.

In basketball, more so than football, it's desirable to photograph the score more often. During time-out, on fouls, and at the quarters, if there's a turret head on the camera and a 3-inch lens available, switch to this and film the scoreboard. It may be necessary to make up a scoreboard to have near the camera to record the score.

A school can invest in a battery or electric motor camera costing from $1,400 to $2,000. This would permit continuous action of the game. However, many schools have less expensive spring-driven cameras for their football movies which can be adapted to basketball with the addition of a one-inch f. 1.9 or f. 1.5 lens.

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the basketball coach can get some good game movies by using high-speed film. Experimenting with about 100 feet of film during a practice session will furnish the info.

The movies we took last year were taken with the regular lights in the gym. They were of good quality and were shown at the N. J. Coaches Association Clinic and at the North Jersey Board of Approved Basketball Officials annual meeting.

In conclusion, it's true that it's more difficult to shoot basketball than football because of the continuous action and the fact that the camera must be rewound and there's not too much time to do this. However, it's well-worth the effort. The coach and the team will have the visual films to point out the good plays and the bad, thus solving some of the coach's most vexing problems.

THE FILM PROGRAMS OF FAMOUS COLLEGE BASKETBALL COACHES

JOHNNY BACH (*Fordham*): Our film program is three-fold: (1) films of our traditional opponents are kept on file so that we can quickly show their style of play to our squad; (2) we film our own team early in the season so that we can study our offensive and defensive mistakes and attempt to correct them; (3) we use films to help individuals improve their fundamental techniques.

TOM BLACKBURN (*Dayton*): We take an average of six pictures a season, which we study for hours and hours. We use them to screen other coaches' systems, detect weaknesses in players, plan our strategy, and help players overcome some of their weaknesses.

CAPPY CAPPON (*Princeton*): Individual play shows up very clearly in the movies—footwork on defense, the use of hands either too quickly or the wrong hand (defense), offensive feints, the recognition of when to stop or to keep going, recognizing when you had a shot or when you forced a shot, and all the other technical phases of offense and defense.

BEN CARNEVALE (*Navy*): Our game movies are used as a coaching aid in correcting errors and in scouting our opponents and players.

EVERETT CASE (*North Carolina State*): When the boys can see themselves as others see them, we can effectively point out mistakes and work on them. Pictures of our opponents are also important for scouting purposes.

OZZIE COWLES (*Minnesota*): We film most home games in order to detect both individual and team mistakes. We also want to know whether we're capitalizing on opponents' weaknesses and where we ourselves are weak.

JOE CURRAN (*Canisius*): Detection of team mistakes, opponents' patterns, strong points, weak points, and methods are readily pin-pointed by game films. A boy can become much more aware of his mistakes by watching his movements on a particular play.

WALDO FISHER (*Northwestern*): Films enable the individual to study his good points and the points that must be corrected, and enable the team to derive maximum benefits offensively and defensively. Our conference uses these game films to aid in the development of officials. To date, we've found this very valuable.

BRANCH McCRACKEN (*Indiana*): We take movies of at least five of our home games. I use them to point out mistakes offensively and defensively. If a boy is fundamentally weak and is making some bad mistakes, I'll have him in to look at himself many, many times. Seeing is believing—that's the best method of teaching. Our films also serve as public relations media among alumni groups, civic organizations, and high schools.

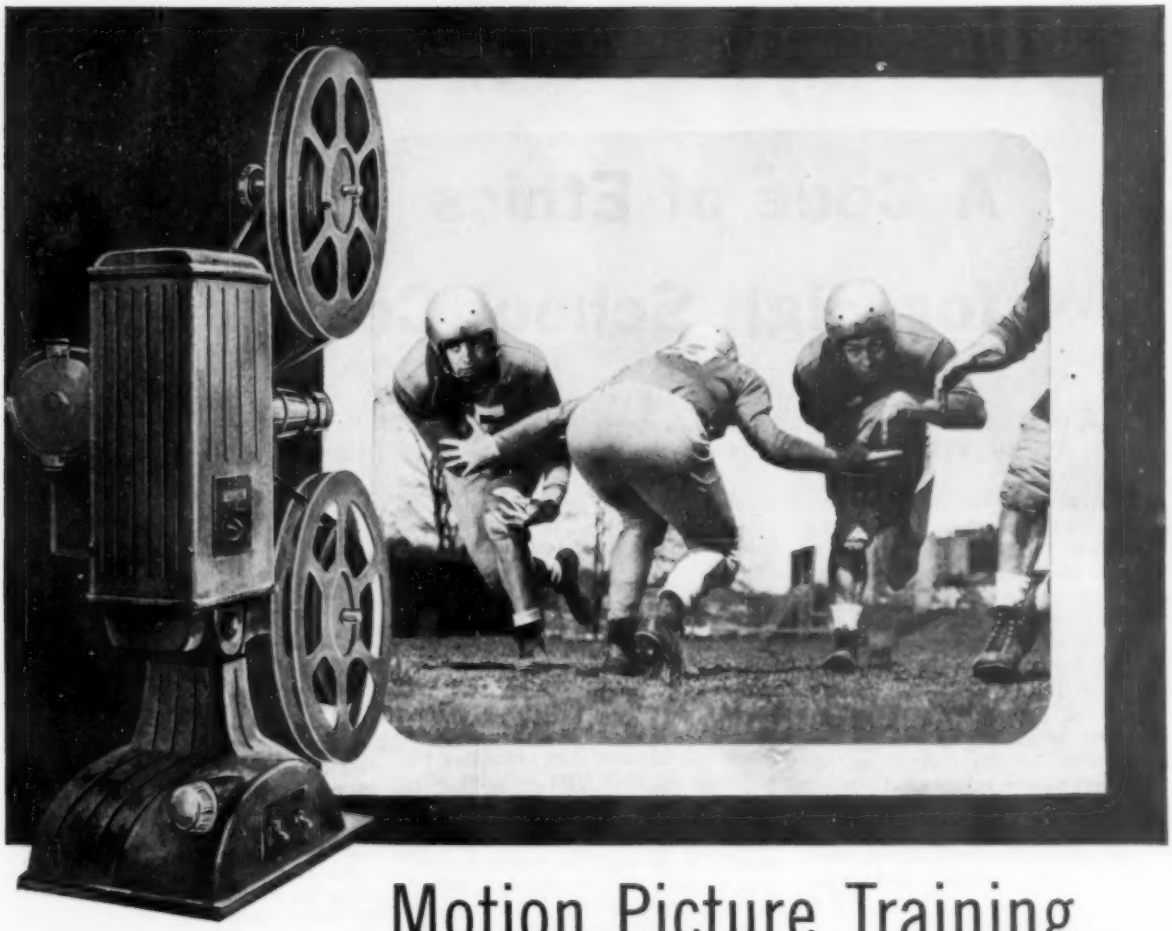
BILL PERIGO (*Michigan*): The movies are run forward and backward, while we point out the good and bad points of the game. We keep the movies for the following year, enabling our boys to check the opponents they might be taking the next season.

LOU ROSSINI (*Columbia*): This coming year, with a near complete new team, I'll have to review my films with the squad to study our techniques as well break down our opponents' offensive and defensive techniques. I have films of almost every team in our league.

ADOLPH RUPP (*Kentucky*): We use movies primarily to test all phases of individual play. It's the only actual record of a game you can have and is much more trustworthy than your memory. When you run a play back to a boy, there can't be any argument about it.

HONEY RUSSELL (*Seton Hall*): Visual aids are the most emphatic coaching media extant. If the player can actually see himself make the mistakes (or good plays) pointed out by the coach, he's bound to be more impressed than by having the same facts pointed out to him verbally.

JOHN WOODEN (*U.C.L.A.*): I study the game pictures and make notes on the moves of every individual, then go over them with the boys. This includes both offensive and defensive moves. Running and re-running the situations over and over gives the boys a much clearer understanding of them. We also use films for scouting purposes, especially with conference teams we'll be playing twice a season.



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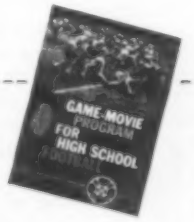

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SC-10

A Code of Ethics for High School Coaches

By VERNE MORRIS (PRINCETON, ILLINOIS)

AN improvement in the ethical conduct of coaches, individually and as a group, can do much to alleviate the pressures on them and fit athletics into its rightful place in the scheme of education.

To help effect this improvement, the author has drawn up a comprehensive code of standards covering every vital area. Last month's installment detailed the coach's responsibility for the safety of his squad and player relations. Covered in this installment will be the coach's relations with other essential groups and his moral responsibility to squad, school, and community.

RELATIONS WITH FACULTY AND ADMINISTRATORS

1. *Correct Relations with Other Faculty Members.*

The coach must remember that he's a member of the faculty, and as such is expected to conform to the same rules and duties as other teachers. Unless impossible because of a scheduled game or essential practice, he should not be absent from a teachers' meeting. If he wants their cooperation, and he'll often need it, he should back their work and programs.

Squad members should be instructed that they'll be held responsible for making up any classwork missed because of athletic contests. The coach can be careful in arranging his schedule so that boys out for athletics don't miss several meetings of the same class in a row.

Like any other instructor, the coach has no right to publicly criticize a fellow faculty member, nor of agreeing with anyone who does. If there are differences that cannot be resolved, the coach may rightfully take his case to the principal for a decision.

2. *Treatment of Fellow Coaches in the System.*

If there's more than one instructor in the school's athletic system, certain ethical principles should be observed. The work load of each should be fairly equal and should be agreed upon at the start of the school year.

If a disagreement among the coaches develops, it should be presented to the next in authority. Certainly, no coach can rightfully criticize another in public. Should a school patron criticize a coach in even a private discussion, it's the duty of any other coach there to either tactfully ignore the statements or to uphold his fellow instructor.

No coach has the right to accept full credit for any success. He must give his assistants their due credit. Even if he has no assistants, he has some players who deserve a share.

3. *Dealing with Superiors.*

No matter what place any coach occupies in an athletic department, he has certain superiors with whom he must cooperate. The source of authority can be traced down from the state to the school board, the superintendent, the principal, the athletic director, the head coach, to his assistants.

If there's a disagreement, the matter must be taken to the person directly above. Only in rare cases can there be an exception without serious consequences. The man who bypasses his immediate superior to consult a higher authority is usually in for trouble.

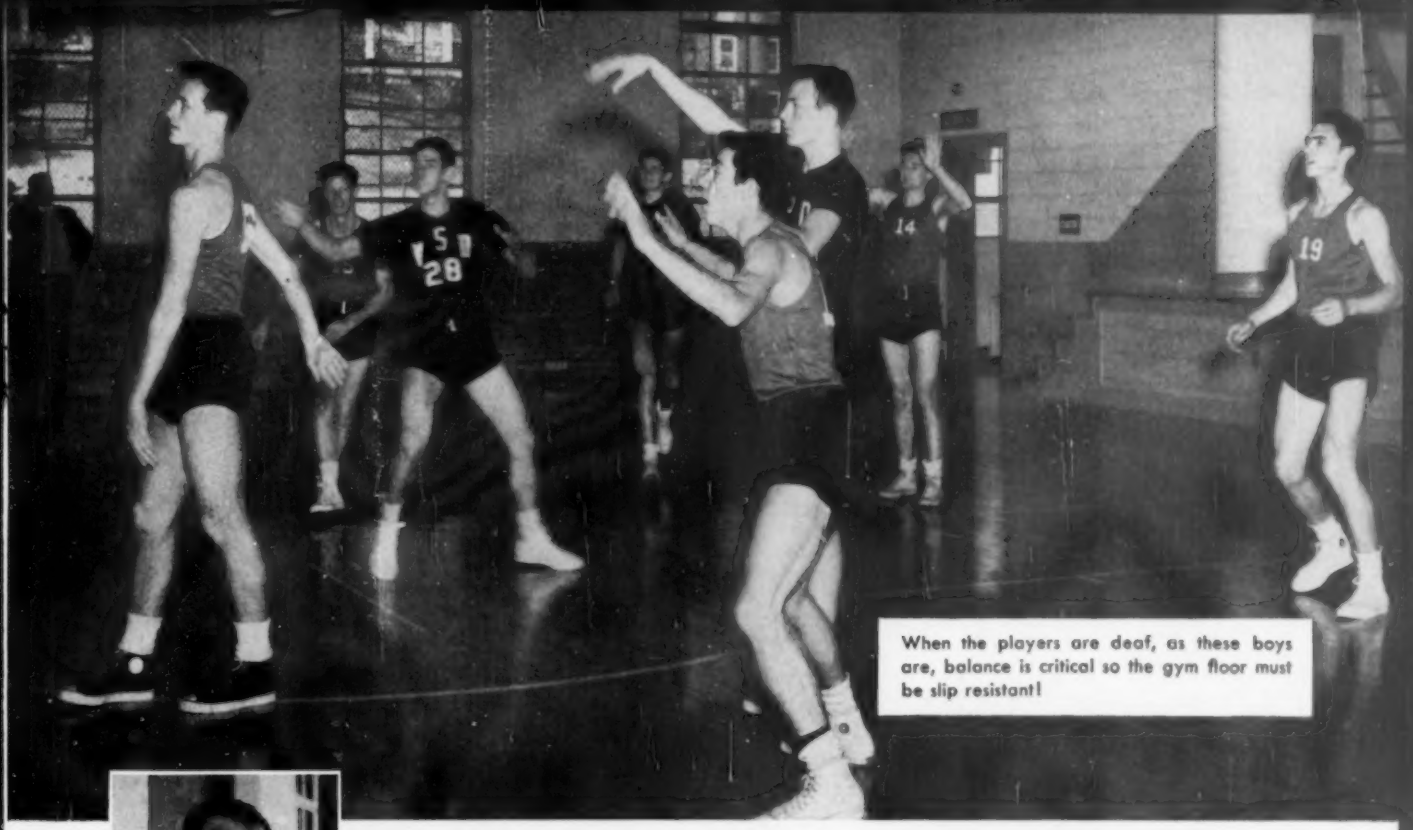
School policies and traditions are developed over the years. Considerable thought should be exercised before any are changed. Even then it's not fair to players or students to start new practices without advance explanation and information. Certainly no coach should change any school policies before consulting his superior.

Like other faculty members, the coach should respect his contract. Once signed, except as provided by law, the agreement must be followed. At the time of signing, the mentor should know what the requirements of his position are to be.

The teams or groups he will instruct, classroom assignments, scouting and scoring duties, intramural and tourney work, training and equipment assistance, and other duties should be made clear as possible. In some schools, even the hours

MINNESOTA COACHES' CODE OF ETHICS

1. I will consider the health of my players, not use anyone who is sick or injured, and refer to a competent physician all evident physical or organic defects.
2. I will try to integrate my philosophy of athletics with the general philosophy of education and instill proper attitudes in my athletes, that they may become aware of the role of athletics in education.
3. I will conduct myself so as to be a credit to the educational profession; and encourage greater player and spectator sportsmanship.
4. Whereas I will strive to win, I will also attempt to be graceful in losing; I will be modest in victory and gracious in defeat.
5. I will respect officials, compliment them on a good job, and level protests at them only through regular and approved channels.
6. I will treat visiting teams, coaches and officials as guests.
7. I will wholeheartedly maintain good relations with other coaches and defend those of the profession who are unjustly attacked.
8. I will establish coach-player relationship on the basis of mutual respect and confidence.
9. I will not approve commercialism, solicitation, subsidizing, or professionalism entering into high school athletics.
10. I will strive to maintain cordial and cooperative relations with the school administration and faculty.



When the players are deaf, as these boys are, balance is critical so the gym floor must be slip resistant!

John T. Floyd
Business Manager

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of work must be agreed upon. It's up to the coach to see that he follows the letter of this agreement.

4. *Reports to Superiors.*

Some administrators demand extensive reports on athletic competition, others ask for none. In the best interests of his sport, the coach should file informative reports with his superiors. They will indicate the extent of the school's athletics and can furnish excellent evidence whenever further support is asked of the superintendent and the board of education.

A record of pupil participation, season records, and awards earned is useful for future publicity and for extra-curricular credit on college and vocational applications. Budget and inventory records are necessary to the efficient management of an important part of the school's business.

RELATIONS WITH OTHER MEMBERS IN THE VOCATION

1. *Treatment of Opposing Coaches.*

The opposing coach or coaches are entitled to the same treatment as guests at home. The opposition should receive the use of equal or better dressing rooms. Any forgotten supplies such as first-aid equipment, injury pads, shoestrings, rosin, or others should be readily given. Help in securing a doctor or any other needs after the contest should be instantly available.

There's little enjoyment in playing a game in charge of incompetent officials. The visitors are entitled to the best officials the home team can secure, and they must be agreed upon in advance. If the men are assigned by the conference, there is little trouble here.

As holds true for one's immediate colleagues, there should be no public criticism of the opposing coach. If there's a question of dishonest officials or illegal play, it can be much better settled in private discussion. Even if there's truth in the charges, no coach is going to publicly admit unfair play, and charges and countercharges soon bring disrepute to the field of athletics.

Too many coaches like to put their opposing mentor on the spot by publicly declaring that he has all the material and should win the conference championship without trouble. If they would stop to think what can happen to a team over the season in the way of bad breaks, injuries, ineligibility cases, and others, they might reconsider.

Their remarks are quickly swallowed by the fans and unjust pressure is placed on the victim. This sort of pressure-praising seems unfair and unethical. In private and off-the-record soirees, such remarks may be a lot of fun. But for public consumption, they usually spell trouble for someone.

2. *Treating Officials Correctly.*

There's no place in high school athletics for the abuse of game officials by coaches or players. Admittedly, there are great differences in officiating ability, but the day of the "homer" is past. The mentor who's constantly berating and haranguing those in charge is only hurting himself, his team, his school and community, and athletics itself.

Officials are not a "necessary evil," but an essential part of any competitive game. And the quickest way to encourage good officials to leave the profession is to give them low pay and loud complaints.

The coach who criticizes an official for a possible error in judgment probably has never considered the number of decisions he must make in the course of a game. The average contest in a major sport has several hundred possible judgment situations. No human can be right on anywhere near all of these cases, even if he were in the best position on every play. The decisions rendered in one team's favor must be philosophically taken by the opposing team as the breaks of the game.

At the same time, lack of rules knowledge, laziness, and poor technique should not be condoned. An official who won't work his best or who lacks necessary qualities should not be rehired. The veteran coach can do much to help beginning officials by suggestions and wisely given praise.

Once hired and on the job, the officials are entitled to the best hospitality the coach can offer. With increased receipts available to most secondary schools, a larger amount should be allotted to raising officials' fees and improving dressing facilities.

Contracts should be arranged so that officials living close together may travel to the game in one car. Fair treatment of these vital men will bring improved candidates into the field.

3. *Responsibility to the Field of Coaching.*

Thousands of coaches look upon their work as a profession. However, it's difficult to make it or keep it a profession unless each member discharges his responsibility to the field. The sincere individual will subscribe to these fundamentals:

(a) His ability, methods, and integrity will grow and improve over the years. Through experience, graduate study, coaching schools, and readings, he'll become a better teacher of athletics and a better handler of young men.

(b) His conduct will always be a credit to the best in athletics. He'll be the kind of person he'd want his own boy to associate with and grow up to be. He'll never allow his actions to be any reason for a school losing its league affiliation, for a school dropping a sport, or for parents to refuse to let their boys go out for athletics.

(c) He'll actively belong to coaches' associations available to him. If the group has a set of rules or a code of ethics, he'll abide by them and support their enforcement.

(d) He won't lend his name for the advertising of dubious commercial products.

(e) He won't knowingly underbid another coach for a position.

The coach who desires success in life will be ever mindful of his responsibility. The public's appreciation of coaches is fickle enough without the burden induced by unethical mentors. Coleman R. Griffith states well the need for continual self-surveillance: "To be at his best the coach must have a profound respect for his own work and for the integrity of his personality. So often we lay aside our obligations because we suppose no one is looking at us."

RELATIONS WITH PARENTS

Probably one of the most neglected phases of coaching is the relationship with that group of people who can help the most—the parents of the squad members. No other persons have so much reason to be vitally interested in the welfare and progress of the boys.

Possibly a reason for some coaches' aloofness is their feeling that parents may not like them because they feel that their child isn't being given fair treatment. On the other hand, the parents may feel that any discussion on their part would be regarded as a desire for favoritism to be shown to their child. Whatever the causes, instead of healthy cooperation, undue opposition sometimes develops.

The coach can and should cultivate better understanding and mutual aid between the two factions. High school boys do not, for some reason, inform their parents of important items of interest to them. They seem to like to work out their own problems rather than bother someone who might help them. For this reason, the coach needs frequently to inform parents of the following if the best interests of all are to be served:

1. *Health Conditions.*

Abnormal changes in weight, injuries that fail to respond to normal first-aid treatment, and glandular swelling are warnings of possible future trouble that the coach can quickly check with parents.

2. *Progress in Skill, Social and Character Traits.*

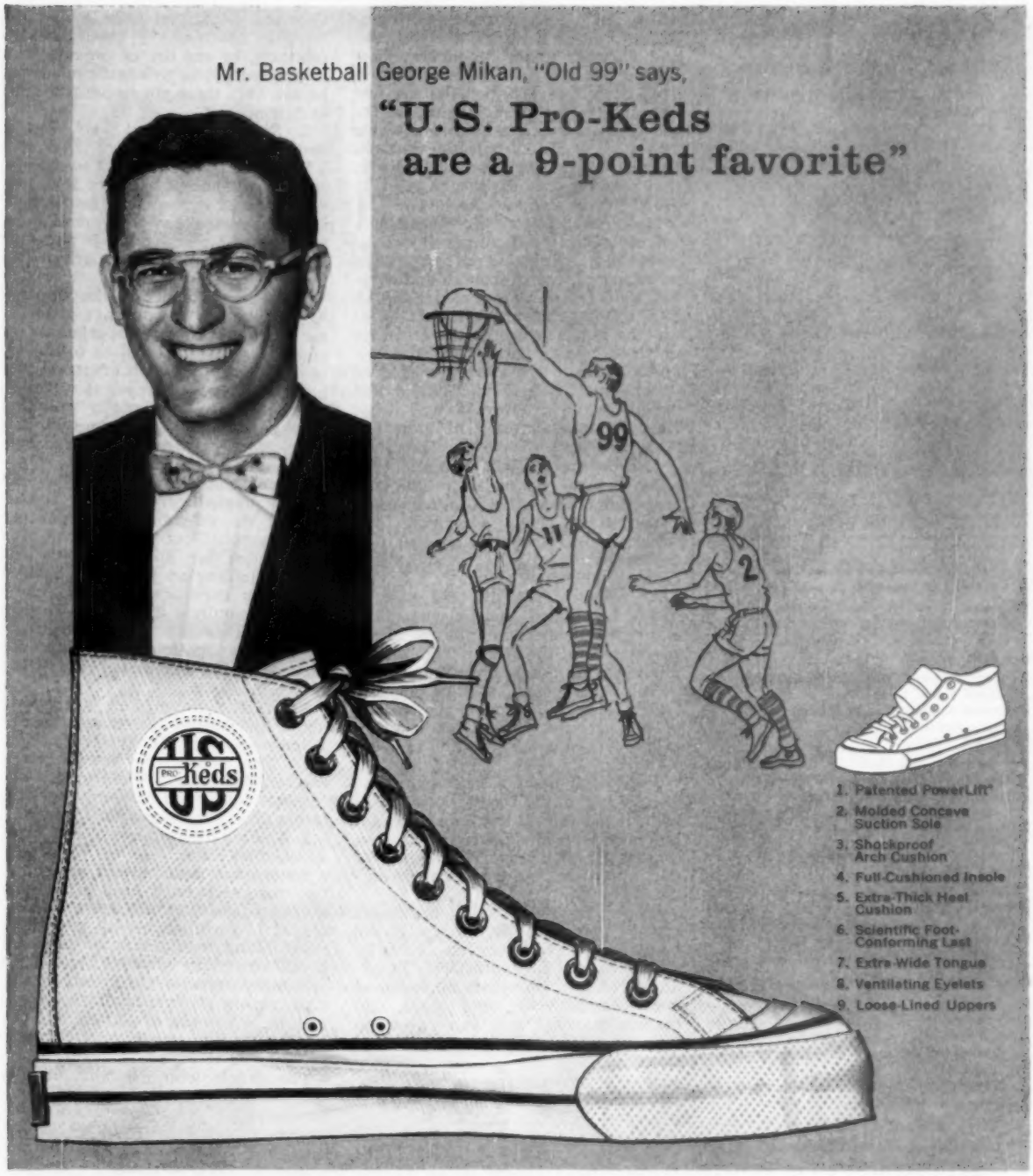
An athlete's parents will be glad to know just how he is improving. An explanation of his strong and weak points may easily change a disinterested parent or an opponent of athletics into a backer and an extra "coach in the home."

3. *Attendence at Practice.*

Parents have little means of knowing whether or not their boy is conscientiously attending practices. Often they attend a contest only to find their boy not in the game because he had missed previous practice sessions. This unfortunate situation may be averted by simply telephoning the parents immediately after any absence.

4. *School Grades.*

While it's not a specific duty of the



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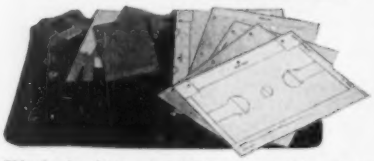

This handy zipper, ring binder case contains all the working tools for the coach. No more bulging pockets, no more lost material! 2 Rubber Stamps, offensive man O, defensive man X; handy stamp pad; two-color pencil; note pad; index tabs and an assortment of 26 cards and charts as listed below.

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___ Squad Roster by Positions
___ Squad Roster—General Information
___ Daily Attendance Chart

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☐ Coaching and Managing HS Basketball 2.70
☐ Authorized "10 in 1" Basketball Scoring & Scouting Record Book.... 1.25
☐ Bevington's Basketball Record Book.... 2.95

Football Coaches

☐ "The T Formation from A to Z".....$4.50
☐ Special Football Record & Score Book.. 2.50
☐ "Pigskin Tactics" 3.85
☐ "How to Scout Football"..... 4.50
☐ Coaching Kit in Tufide Zipper Case.... 7.95
☐ Coaching Kit in Leather Zipper Case.. 9.75

Extra Cards for Kits, 10¢ ea., $7 per 100

___ No Formation ___ Single Wing Formation
___ T Formation ___ Double Wing Formation
___ Box Formation ___ Spread Punt Formation
___ Practice Schedules ___ Punt Formation
___ Squad Roster by Positions
___ Squad Roster—General Information
___ Daily Attendance Chart

Athletic Dept. Aids

☐ "Techniques of Athletic Training"..... $2.95
☐ "Treatment and Prevention of Athletic Injuries" 4.50
☐ Athletic Directors Handbook..... 4.75
☐ Athletic Directors Record System.....16.95

Jiffy Athletic Correspondence Cards
☐ Unstamped—per hundred $3.00
☐ Stamped Double Cards—per hundred $6.50

☐ Physical Education Demonstrations Made Easy $2.00
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☐ Twice Told Sport Tales..... 2.00
☐ "H. V.'s Athletic Anthology"..... 2.50

Assign-Aid Assignment Notebooks (10¢ ea., $7.50 per 100)

SCHOOL-AID COMPANY
200-S Chester Avenue, Danville, Ill.

coach, he'll be performing a service to the parents if he regularly checks and informs them whenever their boy's grades are near the failing point. This procedure also benefits the boy himself, the team, and the coach. It's sad to see a young man lose a whole semester of interscholastic athletics because of low marks, and it's a situation that can usually be avoided.

5. *Training Suggestions.*

Most coaches give their squads a set of training rules or suggestions. These may include exercise, diet, time to be in bed, use of tobacco and alcohol, clothing to be worn, routine on days of competition, and others. Making the home aware of these can do much in helping parents adjust meals and routine to the situation. They're usually glad to assist when told just exactly what is wanted and why. Keeping them ignorant of these desires can easily develop hostility.

6. *Handling Serious Injuries.*

When a boy is badly injured, the coach's first responsibility after giving such first aid as he safely can, is to secure the services of a physician. If the family doctor is known and available, so much the better.

As soon as possible, the parents should be notified—not by some small child or other bystander, but by a representative of the school. This person might be the coach, an assistant, the principal, or some other responsible person. He should inform the parents of the accident, what doctor was called, and how the situation is being handled.

The coach should accompany the injured boy to the hospital or doctor's office if possible. If not, he should get in touch with the physician as soon as feasible to discover the extent of the injury and the treatment recommended.

A personal visit with the boy's parents may allay their fears. If the boy is to be in bed very long, visits by the coach will be appreciated. In addition, he may stimulate other squad members to visit, send cards and reading material, and, on occasion, to install a rented radio or television set.

MORAL RESPONSIBILITY TO THE SQUAD, SCHOOL, AND COMMUNITY

1. *Developing the Best in the Team.*

Most boys, upon first reporting for a sport, fully expect to go all out for their team. Usually they have a former star player as an idol, and equalling or surpassing his success is their goal. They're anxious and willing to get on with the hard work at hand in order to achieve their objective.

How well they succeed in reaching their maximum potential is now in the hands of their coach. The need for a capable leader was aptly expressed by Ralph Waldo Emerson when he said, "All I need is someone who can make me what I can be."

This, then, is the position occupied by the coach when he takes charge of a group of enthusiastic youth. It's his responsibility to see that their desires for success are fulfilled. By intelligent coaching, by good personal relations, by the use of proven rules of psychology, by sympathetic advice, he *can* help these young boys to their ambitions.

2. *Sportsmanship of Self, Squad, and Fans.*

The person who becomes an athletic coach must accept the fact that he's responsible for the sportsmanship of all concerned. Any poor conduct on the part of a team's players and fans is either the fault of the coach or can be halted by him.

The sport instructor who displays his dislike of an official's decision not only incites poor sportsmanship among his players and their followers, but, by so doing, shows everyone that he's not doing his best job of coaching. He can hardly be mentally weighing strategy at the same time that he's expressing his displeasure over past acts better forgotten.

Unsportsmanlike actions on the field can be immediately stopped by removing the offending participant or participants. Poor conduct in the stands can be eliminated just as easily. Holding up the contest while the coach announces that the game will not continue until the offenders desist will usually suffice. If a few malefactors continue their conduct, they can be eliminated by being shown the door.

Even if removing an unsporting player may mean the game, the decision must always be in favor of fair play. The coach who knows he's a teacher of honesty will affirm his self-respect and build lifelong backers rather than "fair-weather" friends.

3. *Abiding by Conference and State Association Rules.*

Among his multitude of other duties, the coach must keep a constant check to see that his sport is conducted in accordance with governing rules. Many regulations are common to all secondary schools. The length of seasons, number of contests scheduled, nature of awards, outside competition, classwork of players, and the age of team members are common items to be observed.

The coach who's derelict in his performance of these matters is endangering his school's future. A conference championship can be lost by the use of one ineligible player in one game. In other instances, the school might lose its membership in state and local organizations, and this could mean to many boys the deprivation of the opportunity to engage in interscholastic athletics.

SUMMARY

Interscholastic athletics have come a long way since their meager beginnings hardly 50 years ago. From poorly directed and inadequately equipped teams playing a rough-and-tumble match, we've progressed to colorful contests between well-organized and skillful squads. Scientifically designed athletic fields and stadiums

(Continued on page 54)

Cyclo-Massage®

helps cut down recovery time from injuries

often as much as 50%

Howard Waite, progressive trainer of the University of Pittsburgh Panthers, giving Pitt tackle a rubdown with Cyclo-Massage hand unit.

More and more athletic trainers, coaches, and professional athletes throughout the United States and Canada are finding that Cyclo-Massage (mechanical massage) is a highly effective aid in reducing recovery time.

Cyclo-Massage is a gentle, deep-penetrating massage action that increases circulation, thereby decreasing the pain and stiffness in the areas of injury. It has been found a particularly effective aid in the treatment of contact bruises, sprains and strains of certain types.

RELIEVES MUSCLE TENSION, NERVOUSNESS, AND FATIGUE

The soothing massage action of Cyclo-Massage equipment is proven to have relaxing effect on athletes who are susceptible to pre-game nervous and muscular tension. Cyclo-Massage also aids in relieving fatigue from muscular activity . . . helps injured athletes to sleep more soundly.

The late Dr. Harrison Weaver, St. Louis Cardinal trainer, used Cyclo-Massage in the treatment of certain painful, incapacitating injuries.

Trainer Waite using portable Cyclo-Massage cushion in treatment of ankle injury.

EASY TO USE IN THE TRAINING ROOM OR ON THE FIELD

Cyclo-Massage equipment is available in various styles of training tables. There are also smaller, portable units that can be carried right with the team for immediate use at the time of injury.

EXTRA HANDS FOR BUSY TRAINERS

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WELL-KNOWN ATHLETIC DIRECTORS, TRAINERS ATTEST TO BENEFITS OF CYCLO-MASSAGE

Lloyd Percival, Director of Sports College in Toronto, conducted an extensive research program to test the effectiveness of Cyclo-Massage on athletes. Mr. Percival reported:

> "We have found that contact bruise injuries of all types react very favorably to the use of Cyclo-Massage. In many cases we found that this equipment cut down the time of recovery—sometimes *as much as 50 percent.*
>
> ". . . In the treatment of *Shin Splints*, we can report exceptionally good results . . . For strains and sprains, we have found that the use of Cyclo-Massage is of considerable value."

Such prominent trainers as Howard Waite, University of Pittsburgh, and the late Dr. Harrison Weaver of the St. Louis Cardinals, have also found the use of Cyclo-Massage is a remarkable aid to faster recovery from injuries.

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Send complete catalog and price list on Cyclo-Massage equipment.

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WHERE THERE'S A WHEEL, THERE'S A WAY!

By JOSEPH F. SHEVELSON

DURING the past seven years, the use of roller skating programs in schools, churches, and municipal recreation areas has increased tremendously. This outline gives a summary of how, why, and where roller skating can be introduced into any physical education and recreation program.

Roller skating can be used in *school gymnasiums*, multi-purpose rooms, basements, cafeterias, and any other open area. With a properly finished floor and the correct skate, there will be little or no wear on the floor. This makes roller skating an ideal recreation for most programs.

There are multiple benefits to a roller skating program.

1. More youngsters can actively enjoy roller skating in a given area than any other active sport. 200-300 can skate at one time. (Estimate a well-filled area as 1 skater per 20 sq. ft.)

2. Roller skating is co-recreational. Not only can boys and girls skate together, but roller skating is ideal for breaking down that boy-girl shyness.

3. Roller skating is popular because it is easy and fun. It's therefore a sport in which even the non-athletic youngster can excel.

4. Roller skating demands no special clothing such as gym suits or even gym shoes.

5. Roller skating is relatively inexpensive to install and maintain.

6. Roller skating can be made self-liquidating or even profitable if desired.

HOW SKATES ARE FINANCED

Most roller skate programs are financed from recreation, physical education, student activity, or youth funds. In many cases, the PTA has furnished the necessary money. However, in most cases the money is repaid by charging a rental fee or nominal admission charge.

In addition, this same charge creates a fund so that skates can be maintained and replaced without additional expense. In some cases, the money is borrowed from a bank or service organization (such as the Kiwanis) and then repaid out of rental charges.

Skating on northern hard maple gym floor at Westtown (Pa.) School

EQUIPMENT NEEDED

The clamp-on rental skate with Duryte plastic wheel is best-suited for roller skate programs. This wheel will not mar or scratch a *properly finished gym floor*. In addition, the wheel can be used on *asphalt, tile, cement, or terrazzo floors*.

The skates are non-adjustable, but there's great latitude in the fitting of skates to various shoe sizes. Although the sizes range from 6 to 10, most programs call for an assortment of sizes 3, 4, 5, 6, 7, and 8. If you know the age range of the skaters, you can develop a size assortment guaranteed to suit the needs of the program.

Skating programs can be started with as few as 20 pairs of skates. However, the average program uses 100 pair.

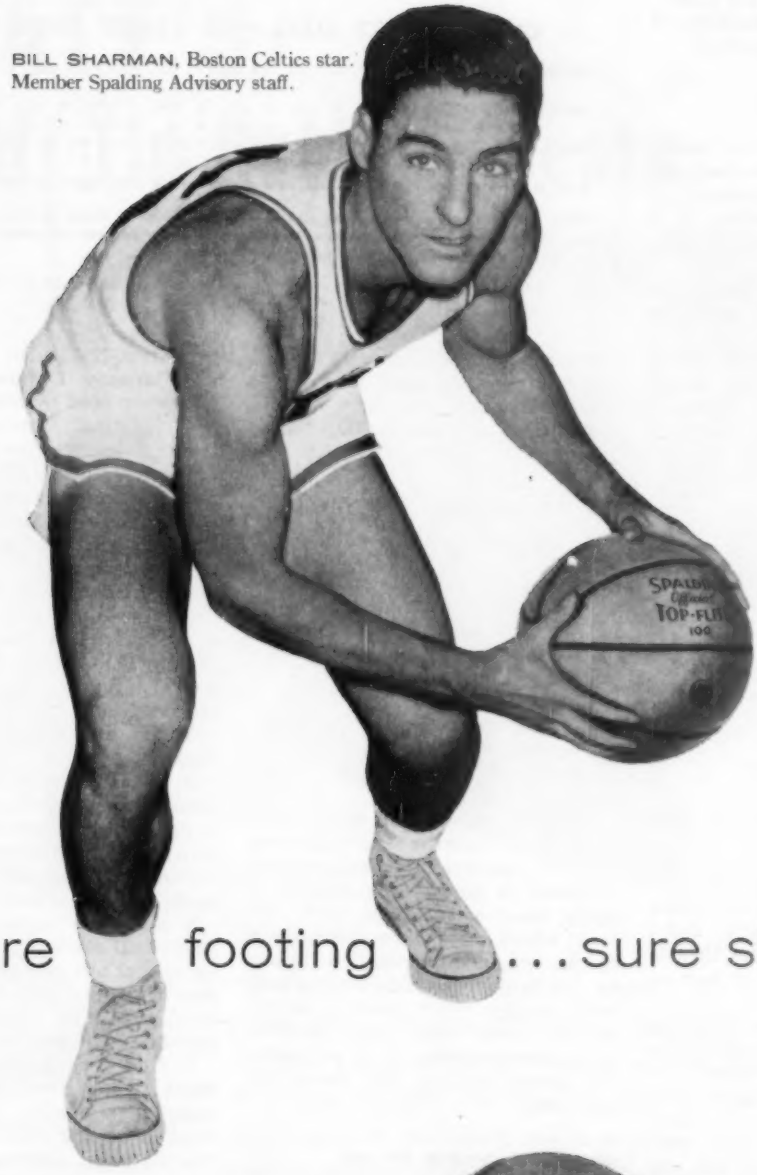
The use of shoe skates instead of clamp-on skates fits into some programs. However, the average school or church recreation program can be initiated with clamp skates, and shoe skates used after the program has been proven successful. Obviously, shoe skates are more desirable, but they create a greater initial cost plus a much greater size assortment problem.

Most successful skating programs allow the youngsters to use their own skates, *if they have the Duryte plastic wheel*. These wheels can be sold by the school or church (or by local roller rinks and sporting goods stores), so that any skater can change his own skates to conform with the school equipment designed to protect the floor.

SUPERVISION

Skating demands some supervision. At a rough estimate, we recommend one supervisor for every 100 skaters. The main job of a supervisor is to oversee the supplying of skates and the control of the traffic.

A typical check list for supervisors might be (1) stop any fast or rough skating, (2) have all skaters moving in the same direction, (3) do not allow stopping on toes or dragging of wheels, (4) announce the program ("couples skate", "reverse direction", "Grand March",



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Sure footing . . . sure shooting

Has your team ever lost any points because of slippery footing or ball handling? Spalding has the solution.

The Spalding "100" Basketball and "SS" Basketball shoes are designed and made to take out the slips—bring more control to your game.

Let Spalding help your team move up in the league standings. *Order equipment early . . . have it right on time.* And remember, all Spalding merchandise is guaranteed *unconditionally*.

Spalding TOP-FLITE "100" Basketball: Official for Ivy League play. Meets every requirement of today's high speed game. Wider, deeper continuous channel seams . . . pliable, heavily pebbled leather for sure-gripping.

Spalding "SS" Basketball shoes: Non-marking red rubber-molded soles with famous non-slip "S" design. Cushioned support at arch and heel. Long-wearing . . . two-tone trim with white or black uppers.

SPALDING
sets the pace in sports

"John Paul Jones", etc.), (5) supervise the removing and stacking of skates at the end of the period.

MAINTENANCE

The finest make of roller skates are so designed and manufactured that they need little adjustment or special care. The following is a check list of maintenance precautions:

1. Oil bearings about once per month—one drop of oil on each side of wheel.
2. Examine and tighten action nuts and axle nuts before skates are used, and monthly thereafter.
3. Examine wheels to be sure there's a little shake or play *before skates are used* and monthly thereafter.
4. Keep skates dry—and stored in a dry place.
5. Change straps and rotate truck assemblies every two or three months to assure even wear.

Most schools, churches and cities have one or two youngsters assigned to this simple maintenance job.

FLOORS AND MAINTENANCE

Many types of floors can be used for roller skating. Without exception, the best skate for *any* floor surface (gym, asphalt tile, terrazzo, or cement) is the clamp-on skate with Duryte plastic wheels. On a properly finished floor, the Duryte wheel is guaranteed *not* to mar or scratch the surface.

Some programs have been installed with the skate equipped with gum-rubber wheels. Although this wheel is the most gentle to floor finishes, it's not fully recommended. The skate is sluggish and any youngster who has skated will object to this. In addition, this wheel has a protruding axle nut which can cause damage to the floor. It was a good skate when first designed; but today the new plastic, described above, has made this skate obsolete.

Where there's less worry about wear on the floor, either the maple or fibre-wheeled skate can be used. These skates are less expensive, but they do raise problems of traction and wear to the skating surface.

Gym floors are durable! As the floor finish men put it, "You don't have to baby" your gym floors. After skating, a good sprinkling of sawdust wetted with a good floor dressing before sweeping, removes all marks and restores the finish to its original lustre.

Even when floors eventually show wear, maintenance men can re-coat the floor with a good finish. One coat of primer plus one coat of sealer costs only about $280 for an average-size gym.

CLAMP SKATE SIZES FOR STREET SHOE SIZES

JUVENILE SHOE SIZE		10	11	12	13	1	2	3								
SKATE SIZE		0	0	1	1	2	2	3								
LADIES' SHOE SIZE	3	3½	4	4½	5	5½	6	6½	7	7½	8	8½	9	9½	10	11
SKATE SIZE	2	2	3	3	3	4	4	4	4	5	5	5	6	6	6	7
MEN'S SHOE SIZE		3	4	4½	5	5½	6	6½	7	7½	8	8½	9	9½	10	10½	11	11½	12	13
SKATE SIZE		4	4	4	4	5	5	5	6	6	6	6	7	7	7	8	8	9	9	10

Note: It there's an excess of one size, new skates can be exchanged for more popular sizes.

Note: Even though a man's shoe size 7 calls for a size 6 skate, a size 5 can be used. "A smaller skate is preferable to a larger one in order to keep the metal back from the toe of the shoe for greater floor protection."

SIZE ASSORTMENTS

There is great latitude in fitting clamp-on skates. This means that an assortment based on age levels of the skaters can be easily estimated. The accompanying chart illustrates this.

Skates can be purchased at sporting goods stores and roller rinks. Therefore, we feel that schools, churches, and cities should not get into the retail business.

However, if a certain wheel, such as the Duryte plastic wheel is chosen for your equipment, we suggest that a school or church ask skaters to equip their own skates with this same wheel. This wheel can be sold by the school or arrangements can be made so they can be secured from nearby roller rinks or stores. At the same time, local sporting goods stores can be set up to handle the proper type of shoe skates for gym use.

ADMISSION CHARGE OR FEE

In a recent survey, we found considerable variation in how charges are handled. First, it was found that admission was charged by 60% of the municipal skating programs, 50% of the school skating programs and 40% of the church skating programs. Charges ranged from 50¢ per skating session down to 10¢. However, the most common charge was 25¢. The average charge for all types of programs is 25¢.

Most skating programs are *not* for profit. In the same survey among all types of programs, 30% reported breaking even on the expense of skating, 47¢ reported that their skating program cost money, and 23% reported a profit.

Great variation exists in the methods of handling roller skating programs. Naturally, there are basic differences in how skating programs are used by schools, churches, or municipal recreation departments. However, the following generalizations may help in visualizing how roller skates can be used:

1. *How often?* Most programs run two or three skating sessions per week.
2. *At what time?* Most programs use roller skating in the afternoon or evening, and many use skating only in the evening. About 20% report skating morning, afternoon, and evening. 57% report skating in the afternoon, and 90% skate in the evening.
3. *How long a skate period?* The average duration of a skating period is two hours. However, skating can be used in a one-hour physical education period, or during the lunch hour, or after school.
4. *Are age groups separated?* Nearly all skating programs are set up so that age groups are separated. Just as in any other sport, youngsters will enjoy skating more with members of their own age group.
5. *How many skaters usually skate at one time?* Recent surveys show that skating programs vary from 30 to 250 skaters at one time. The average, however, is 65. The average gym can accommodate 100 to 200 skaters.
6. *Should skaters use their own skates?* The great majority of skating programs allow for the use of privately owned skates. However, where these are used, the skaters are asked to use the same wheels as the stock equipment (such as the Duryte plastic wheels, designed especially for gym floors).
7. *How to store skates?* Usually, skates are easily stored in bins racks, shelves, or lockers. They are stored by sizes which facilitates the issuance and storing problem.
8. *Use skating instructors?* About half of the skating programs employ some type of instruction. This can be a regular skating professional or a regular physical education

(Concluded on page 59)

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Steel Tip Rubber Cleats

Steel Threads and Tip One Piece Construction— To Assure Holding Power

COACHES:

Here's a hardened steel tip cleat with a body made of tough non-deforming rubber. It was designed especially for maximum durability and light weight. The steel tip and the threaded steel core of the cleat are one piece. This makes it impossible for the tip to break off. The tip is convex eliminating edges and is highly polished.

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• *A preventive exercise program that will avert about two-thirds of the bad knees, ankles, and shoulders encountered in football and basketball*

"Kinephylaxis" in the Training Program

FROM time to time, newly crystalizing concepts call for the creation of new terms. When the writer visited Argentina in the spring of 1955 to attend the first Argentinian Congress of Sports Medicine (to celebrate the *20th* anniversary of the founding of the Argentinian Society of the Medicine of Sport and Work—in contrast to the *2nd* anniversary of the founding of the American College of Sports Medicine), he found one term in use that was not found in the Spanish dictionaries, ordinary or medical—the term *kinefilaxia.*

The writer was told that this concept is to *kinestherapy* as prevention is to treatment. The term comes, of course, from the Greek roots *kinesi* (movement or motion) and phylassien (to guard—see also prophylaxis). The English combination, *kinephylaxis,* would be as good a combination as any: prevention (guarding against) by movement (or exercise). It would seem to the writer that we need such a term in the English language.

This concept, in sports, is in use in this country, but not as widely as it should be. The writer would like to call attention to two places where this concept is put to use—in addition to movement or exercise in therapy, as in physical therapy, and the concept of Progressive Resistance Exercise (see footnote 4 below).

The first place to which attention should be called is Harvard University. Here, many years ago, two measures were instituted. First, an outline of football pre-conditioning exercises was written by Norman Fradd (copyrighted 1934). These exercises are sent to prospective football players to use before they come to Harvard. The exercises, in addition to general strengthening exercises for the muscles, stress exercises to strengthen ligaments.[1]

When the players reach Harvard, they're also put on a routine of exercises for strengthening the quadriceps.[2] As a result, knee injuries are seldom encountered in the Harvard teams.[3]

A second instance is seen in the practice of using the iron boot for quadriceps strengthening at Phillips Academy at Andover, Mass.[4] Here again knee injuries are largely eliminated.

EXCESSIVE STRAINS

While this type of activity is only one aspect of kinephylaxis, the writer will enlarge on it and suggest that future articles on this subject discuss other aspects.

Sports injuries to joints, such as the knee, the ankle, and the shoulder, are caused by excessive strains on certain ligaments of the joint, which give way with the rupture of the ligament or ligaments, partial or complete.

In the cast of knees, for example, these injuries may be to the medial or lateral collateral ligaments, to the posterior cruciate ligament, and/or pairs of the menisci between the femur and the tibia. The later almost never occurs without rupture of the other ligaments (usually the collateral and/or capsular ligaments).

Two types of procedures can help prevent such injuries. The first is to greatly strengthen the muscles passing the joint. For example, in the knee one needs to strengthen the quadriceps and the hamstrings (for further comment on these muscles see below).

The second procedure is to strengthen the ligaments directly. This procedure is usually omitted in texts on the physiology of exercise, but is partially covered in some orthopedics texts.

To strengthen (and hypertrophy) ligaments, progressive strain should be put on them. One illustration of this is found in the operation used by orthopedists to partially compensate for the disability of children suffering from total paralysis of the abdominal muscles due to poliomyelitis but whose thigh flexor muscles are intact.

Here strips of fasciae latae are often removed from either thigh and implanted under the skin of the abdomen, and are attached from the lower ribs to the pubis. After several months, these strips of fasciae latae hypertrophy until they are 50% wider and several hundred percent thicker than they were when implanted.

This same thing can happen to knee, ankle, and shoulder ligaments when progressively greater and greater stresses are systematically applied.

In addition to the support given the knee joints by the strengthening of the muscles passing the knee joint, another phenomenon was noticed. A fact often overlooked is that the vastus medialis and vastus lateralis insert not only on the patella with the rest of the quadriceps, but insert also in the retinaculum patellae, associated with the capsular ligament of the knee and blending posteriorly into the collateral ligaments.

Hence, when the quadriceps muscles are greatly strengthened, these

---

[1] The writer has for years tried to persuade Mr. Fradd to publish these, but so far as he knows Mr. Fradd has not done so.

[2] Thorndike, Augustus: *Athletic Injuries,* 3rd edition, Philadelphia: Lea and Febiger, 1948, pp. 204-5.

[3] Thorndike, Augustus: Personal communication.

[4] DeLorme, J. L. and Watkins, A. L.: *Progressive Resistance Exercise,* New York: Appleton-Century-Crofts, Inc., 1951, pp. 208ff.

By C. H. McCLOY, *Physical Education Professor, University of Iowa*

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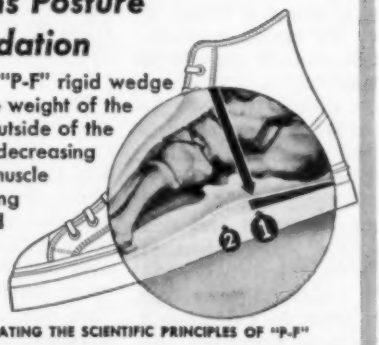

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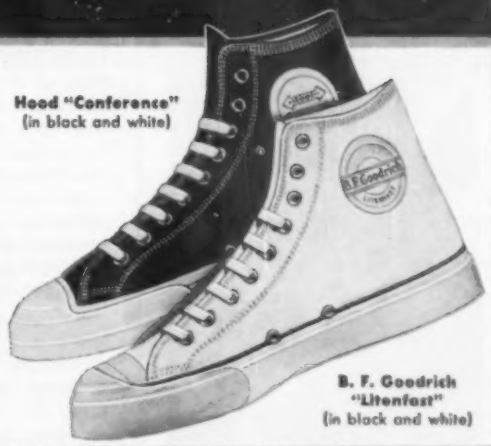

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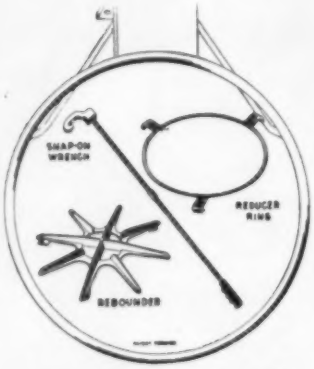

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ligaments of the knee are also strengthened. The same principles apply also to the ligaments of the ankle and the shoulder and to other joints.

Techniques for strengthening the ligaments of the ankle and knee:

These techniques are of two types:

1. Progressive strain is placed on the ligaments of the joint by exerting stresses on the ligaments and increasing these stresses progressively from week to week. Three exercises for accomplishing this purpose on the knees are given at the end of this paper as Exercises 1, 2 and 3. This type of exercise usually takes several months to produce marked effect, but will usually be very effective after three or four months of use.

2. The second type of exercise is that for strengthening muscles of the thigh. Three types of procedures are effective here.

(a) One of the best techniques is to use "iron boots" with attached weights. Here the subject first sits on a bench with a pad under the knee of the foot to which the iron boot is attached. The weight should at first be about half of what the subject can lift 10 times by extending his lower leg *fully*. He should lift this weight 10 times and then increase the weight to what he can lift only 10 times and lift it as many times as possible. After a further rest of about two minutes, he should again lift this weight the maximum number of times.

When he can lift it from 12 to 14 times on his third bout of exercises, the weight should be increased until he can lift it only eight to 10 times. It's important that the extension of the lower leg be *complete* until the knee is straight. Often, if this isn't done, the vastus medialis, for some reason, won't come into complete contraction.

On the last contraction of the series in each of the three bouts, the terminal position of complete extension should be held for six or seven seconds. The subject should then stand on a box or bench and flex the lower leg fully, using the same procedure as to weights lifted. (The weights won't necessarily be the same as those used in extension.)

When doing these exercises, the subject should rock somewhat from side to side to place more strain first on one collateral ligament and then on the other.

(b) Another technique is to pair the subjects off and have each offer resistance to the other. The same procedures as above should be followed, with the one offering the resistance estimating the stress so that he's offering about the same resistance as would be given by the iron boots: that is, about the amount of resistance on the second or third bouts which will enable the exercising member of the pair to execute the movement not over 10 times. This method is frequently usable in schools or other institutions that cannot afford to buy the iron boots.

(c) A third procedure applicable only to the extensors (quadriceps) is that used by Thorndike at Harvard (see reference in footnote 2). Here there are two posts about one foot apart to which the upper parts of the calves are strapped, with the subject leaning as far backward as he can without losing control (at Harvard a bench is placed about the height of the knees so that the subject can sit if he goes too far backward) and rises again to the standing position. He should be guarded from the rear by another subject—if a bench is not provided—who sees that he doesn't lose control and go to far back.

WEAKNESS OF PROCEDURE

Posts of this kind can be planted on the border of the football field and two boys can exercise at one time, one on either side of the posts. The weakness of this procedure, as contrasted with (a) above, is that, first, only the extensors are exercised, and, second, the stress on the muscles is least when the joint approaches complete extension. As noted above in a knee that has been slightly injured, the vastus medialis frequently doesn't come into the picture as it should.

Exercises such as these result not only in the strengthening of the ligaments of the knee, but also add from 50 to 90% to the strength of the muscles in the leg—a factor not entirely unmeaningful to football![5]

The same principles apply to the strengthening of the ligaments of the ankles. (See Exercises 4, 5 and 6 at the end of this paper.) If more strenuous exercises for the ankle are desired, shoe skates may be worn with the subject inverting and everting the ankles against the leverage exerted by his own weight. This also, of course, strengthens the muscles of inversion and eversion, such as the tibiales anteriores and tibiales posteriores and the peronei as well.

To strengthen the ligaments of the shoulder, particularly those joining the distal end of the clavicle and the scapula, it has been found that any-

[5] Two studies conducted at the State University of Iowa, using slightly less effective techniques than those suggested above, resulted in 70% increase in strength in three months.

thing that provides a progressively increasing stress in hanging by the hands will strengthen these ligaments.

One method of doing this is to have the individuals travel hand over hand on a horizontal ladder, preferably while suited up for sports. Where horizontal ladders aren't available, the same objective can be accomplished by hanging from a horizontal bar and jerking the body upward and permitting it to drop to a hanging position.

When the individual strengthens his pull-up muscles adequately, he can do this with one hand at a time. In at least one instance, this has practically eliminated shoulder separations in football.

Persistent use of such exercise routines should eliminate at least three-quarters of the knee, ankle, and shoulder injuries occurring in football and basketball. It should be remembered, however, that it takes time to accomplish such results. Hence, it's quite possible that such exercise routines initiated at the beginning of the football season will have relatively little effect upon the players during that season.

If continued, however, some results should be seen toward the end of the first season, but the results for the following season will be marked.

The writer would like to suggest two other aspects of kinephylaxis, one long in common use in this country and the other increasing according to the extent to which it's practiced.

The first is the practice of warming up. While certain physiologists have some doubt as to the effect of warming up on performance, our coaches and trainers are certain that it's effective in the prevention of "pulled muscles." It would seem that little more need be said on this point.

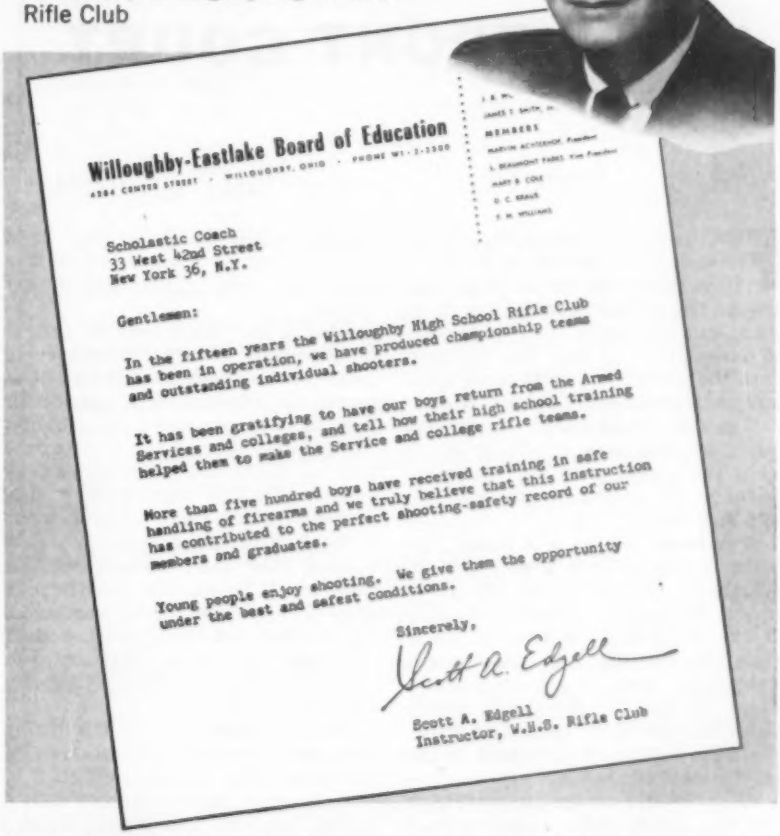
The second practice is that of progressive training to stretch the fasciae surrounding and infiltrating the muscles to promote greater range of movement without danger of fascial tear.[6] The authors listed in footnote 6 have apparently proven that the range of motion is mostly dependent not upon the increase in the extensibility of the sarcoplasm of the muscles, but by the limiting effect of shortened fascial structures. When these are stretched—as has been popularized by the Danish gymnastics of Neils Bukh—the probability of "pulled muscles" is greatly lessened.

(Concluded on page 74)

[6] Billig Jr., H. E. and Loewendahl, Evelyn: *Mobilization of the Human Body*, Stanford, Calif.: Stanford University Press, 1949.

"High School Riflery Helps in Service and College"

Writes **SCOTT A. EDGELL**
Instructor, Willoughby High School
Rifle Club



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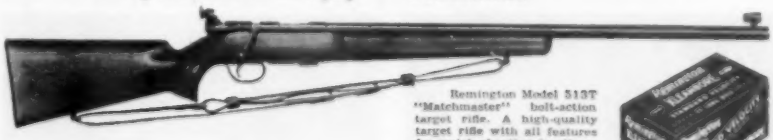

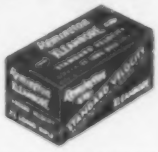

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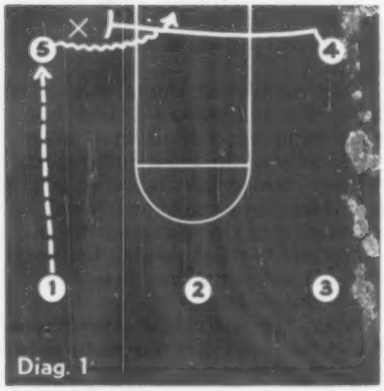
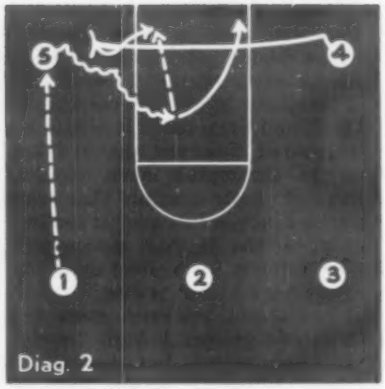


Diag. 1



Diag. 2

FEW teams are fortunate enough to have a Chamberlain, Pettit or Tyra to wreak havoc from the pivot. The good big man is hard to find; and it's hence up to the coach to polish his taller boys and get them into the scoring act with some good simple maneuvers.

The offense shown in the accompanying diagrams is designed to help the not-so-good big man perpetuate the attacking pattern and get into the scoring.

Our basic set-up is a 3-out 2-in affair which utilizes a weave if an advantage can be gained. We try to move the ball constantly, looking for the good shot and drive. A "good shot" is one wherein the shooter has ample time, is not crowded, is close enough to assure reasonably consistent accuracy, and has a teammate in position to rebound if the shot is missed.

Diag. 1 offers a simple maneuver for the inside men. 1 passes to 5 (keeping it to the outside), and 4 comes over to screen for the receiver, who drives around the screen.

No. 5, before trying to run his man into the screen, sets him up by faking down the base line. If 4 doesn't execute a good screen, the play will meet with little if any success.

Diag. 2 shows the counter against a defensive switch. Whenever 5 perceives that the switch has been successful and there's no chance for him to drive or shoot, he dribbles far enough toward the free-throw line to draw the switcher (X-4) over with him and give 4, the screener, some room to maneuver.

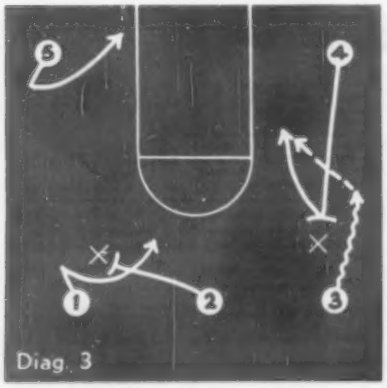
As 5 dribbles across, 4 pivots toward him, thus keeping him in view at all times. The bounce pass from 5 to 4, if the switch is effected, has worked extremely well. 4 *must* maintain his inside position and must make his roll for the basket a swift one.

Diag. 3 shows one of the inside men getting a shot after screening for an outside teammate. With 3 in possession, 4 breaks up and sets a screen for him. This screen doesn't have to be a good one because we're merely trying to get inside position on X-3. 4 shouldn't leave his screen too quickly because X-3 will be able to follow his man (3) successfully.

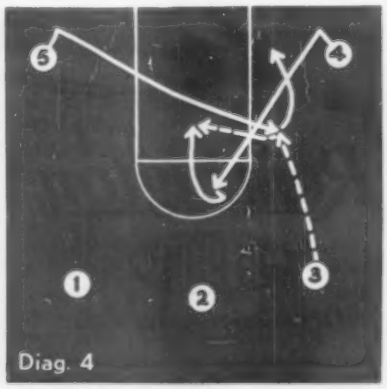
As 4 sets the screen, 3 drives to the outside and tries to get X-4 to pick him up. If this happens, we've created a 2-on-1 situation because 4 has the inside position on X-3. 4 then rolls for the hoop and receives a return pass from 3.

The success of this maneuver depends upon 3's ability to drive hard enough to force X-4 to shift to him. If 3 drives hard and X-4 doesn't shift, then 3 naturally continues to drive for the basket.

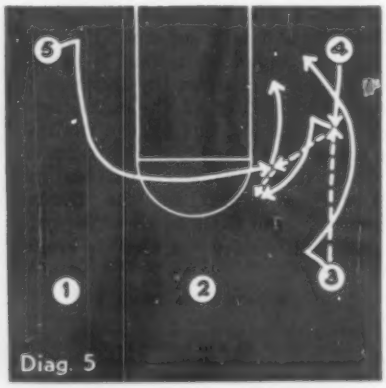
We have 2 and 1 maneuvering as shown **(Diag. 3)** to prevent X-2 from sagging enough to deflect a pass or pick up 4. By diverting X-2's attention, we lessen the



Diag. 3



Diag. 4



Diag. 5

danger of an interception or pick-up.

Diag. 4 outlines a somewhat tricky maneuver that pays off against a rather tight man-to-man defense. 4 breaks to the outside of the free-throw circle. Then 5 breaks behind him, about six feet from the free-throw line. The ball is whipped to him by 3.

Usually X-4 will glance momentarily at the pass since it's so close to him and he doesn't realize that a man has broken behind him. At this instant, 4 breaks for the basket and receives a pass from 5. He (4) may also fake an inside run and come in front of 5 for a close-in shot as 5 screens his man.

Diag. 5 shows another deal for the inside men with an outside man driving around the cleared-out area.

No. 3 passes to 4 as 5 gives a good fake and breaks to the free-throw line facing 4. The latter passes to 5, fakes a drive to the base line, and then cuts across in front of 5 for a pass and a quick jump shot. 4 tries to break as close as possible to 5 in order to run his man into him.

Meantime, 3 hesitates until the ball has been passed to 5. He then fakes a drive down the middle and goes to the outside. 5 has the option of passing to 3 or 4.

In many instances, we've found 4 clear for the jump shot or the drive-around, depending on how many steps he gains on his defensive man after faking him. If 4 does gain the all-important step and X-5 switches to him, 4 can return-pass to 5.

In all of these situations, the outside men must divert their guards' attention and try not to telegraph their passes. They must be good actors. Their pases to the inside men should be aimed to the outside (whenever the inside men are in stationary position).

•

CASE FOR THE DEFENSE

DEFENSE is the most important single phase of football because:

1. If the opponent does not score, you cannot be defeated.

2. If the opponent is held to a few points, the defensive team maintains a chance, throughout the game, to win.

3. You must stop the opponent and gain possession before you can use your own offense.

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have replaced pastures and vacant lots. Hundreds and often thousands of patrons view a game, where a handful was formerly the rule. Competitors too have increased many times over.

With these great changes have come advantages as well as disadvantages. Through athletics, many more citizens have become interested in our schools. But probably the greatest benefit is the opportunity for an enormous number of youngsters to participate and secure the fruits of secondary school sports—to learn team play, healthful living, fairness, determination, courage and calmness against odds, and the other great values inherent in high school athletics.

How well these opportunities are fulfilled depends mainly upon the coach. The chance to help mold 50 or more lives is often thrust upon his shoulders. There is for most boys no similar situation later in life.

It's hypocritical to suppose that young men will grow in and absorb fair-mindedness and courage unless their leader sets an example. One incident of trickery by the coach can break down an entire season's teaching. His living example should coincide with the objectives of athletics. It doesn't take long for his team and the public to assess his moral standards.

If high school sports are to prosper, they must be directed by a group of men who are pledged to abide by a code of conduct. There are things an ethical coach's honor and self-respect won't allow him to do. They should be determined, set down, adopted, and enforced. I believe they lie largely in the areas presented in this paper; i.e., player safety, player relations, relations with parents, relations with faculty and administration, relations with others in the vocation, and moral responsibility to squad, school, and fans.

There's a great opportunity for coaches and their organizations to do much more work in this field. There's need for improving the public's understanding of the true values of athletics.

As coaches' organizations grow, they would do well to accept and enforce codes of ethics. The Minnesota High School Coaches Association several years ago adopted the accompanying code of ethics. (Please turn to page 38.)

Ethics for H. S. Coaches

(Continued from page 42)

MICHIGAN COACHES' CODE

Just recently the Michigan High School Coaches' Assn. adopted a similar Code of Ethics which it mailed to its 2,500 members. Attractively printed in two colors, the Code features two sub-titles, namely: "This Code of Ethics Is a Guide to Good Conduct for Members of the Coaching Profession" and "The Prime Objective of the State High School Coaches Association Is to Render Service to Education of Youth."

A Coach Should:

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Have lofty ideals and firm principles of right and truth.

Always strive for more education and culture.

Be a goodwill ambassador between his school and the public.

Teach and practice true sportsmanship.

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Neither knowingly nor unethically strive for another man's job.

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Conduct himself as to be worthy of a member of the coaching profession.

Be loyal to his profession and the coaches association.

It is sincerely hoped that other coaches' associations throughout the country will follow the lead of Minnesota and Michigan.

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•

Vibora's Pattern

(Continued from page 16)

the weave on the other side.

Player 3 dribbles toward the outside, starting the exchange of positions from forward to guard. He then has two alternatives: passing to the post or to 2, who rolls after his screen.

If 3 isn't able to complete any of the passes, and if he can pass to 4, now in the left guard position, the latter returns the pass and screens for 2, who starts the weave again on the other side.

With this formation, any number of good, simple plays are possible. (See remaining diagrams.) There's no need for signs, the direction of the passes being sufficient for the players to understand the play being performed and the players driving in.

To facilitate comprehension of the plays, they're labeled in accordance with the position of the players and the direction of the passes.

One of Cuba's pioneer subscribers to *Scholastic Coach*, Dr. Hector Munoz is currently dean of physical education and head basketball coach at the Vibora Institute of Habana.

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DEVELOP Your Own Basketball Coaching PHILOSOPHY

By **GEORGE LATHAM,** *Waukegan (Ill.) Township H. S.*

EVERYONE who coaches basketball should develop his own philosophy of the game. No two coaches have exactly the same idea about the way it should be played and coached. This, of course, is what makes basketball so appealing for everyone — coaches, players, and fans.

A well-thought out philosophy represents the springboard for the development in detail of an offensive and defensive scheme embracing the coach's own ideas and basic beliefs. Every coach must be sold on his own ideas and stick with them in order to obtain any degree of success. Changing offensive and defensive styles from week to week and year to year is bound to produce a great deal of confusion and many unpleasant evenings.

One of the reasons why it's so necessary for the coach to be a strong believer in the things he asks his players to do is that the players too must be sold on his basic ideas relative to offensive and defensive styles and patterns. Following are several of the things that the beginning coach should take into consideration in building his philosophy and plans for the season.

First, basketball is a game of fundamentals, and the coach as well as the players must become perfectionists, be satisfied with nothing less than the best in fundamental training. Each and every pattern of offense and defense stresses certain types of fundamentals, and these must be mastered individually before any combination of team play can begin to be successful.

Too many coaches have too many drills that are purposeless insofar as they contribute to their style of play. Each drill must be chosen with a great deal of care to embrace several vital fundamentals of the game.

So many coaches fail to emphasize the most important factor in teaching fundamentals, and that is shooting skills and shooting consistency. Offensive patterns are of very little value if, though they get the players the shots, the players don't capitalize on them because of poor shooting skills. A great deal of time must be spent on supervised shooting in practice sessions.

Another factor of vital importance is that of fundamental defensive play. Consistently good defensive play is very difficult to coach today because of the many fine shooters and the great variety of shots, especially the very effective jump shot. Offense has developed so rapidly, along with amazing shooting percentages, that defense has become extremely difficult.

But a few factors remain fairly constant during most basketball games, and a good, sound defense is one of them. A second factor is good offensive and defensive rebounding, and a third factor is accurate and clever ball-handling. Shooting, of course, cannot be considered in this category, since it can only be classified as a variable.

Therefore, since defense is one of the constant factors in the game, coaches cannot neglect the many details involved in teaching sound defensive fundamentals. To teach good defensive play, you *must sell* your players on the value of good defense.

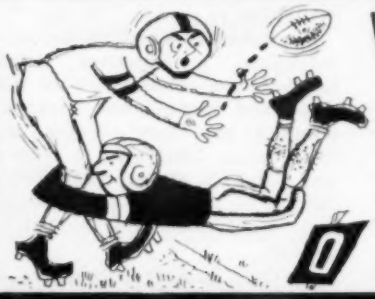
Second, a capable team must be able to set the tempo of the game or adjust effectively to the tempo set by the opposing team. A good club shouldn't be forced to play faster than its ability will permit; and, conversely, it should be able to combat the slow-down tactics that can be so unsettling. In the main, a good team plays its own game and doesn't let itself be deviated very much from the tempo of play it chooses to use.

This implies that a team must know how to intelligently and skillfully meet the pressure defense, and that it can combat other plans to slow or to speed up the game. The ability to control the tempo of the game is one of the more important factors in winning.

Third, a team must have an offensive plan or scheme to work for the good shot with balanced offensive rebounding. The first shot taken after an offensive maneuver is important, but the teamwork essential for the second and third shots or continued ball-possession comes from successful offensive rebounding position.

In a nutshell, the winning team is generally the one that rebounds well and controls both boards. Many smaller teams have been successful against taller opponents because of their ability to outmaneuver the taller opponents for favor-

IN HIS 11 years at Quincy (Ill.) Senior High School, George Latham built a state-wide reputation for outstanding basketball teams. His contingents qualified for the state finals eight times, placing third in 1951 and second in 1952. All in all, his Quincy teams won 11 regional titles, 8 sectional titles, and several invitational crowns. Now Division Chairman of Health, Physical Education, and Athletics at Waukegan (Ill.) Township H. S., Latham is president of the Illinois H. S. Athletic Coaches Assn., is a member of the Illinois Basketball Rules Committee, and has been a member of the Chicago Daily News All-State Board of Coaches for 11 years. Next month he will detail the particulars of his famous pattern offense, known as his "10 Series," against the man-to-man defense.



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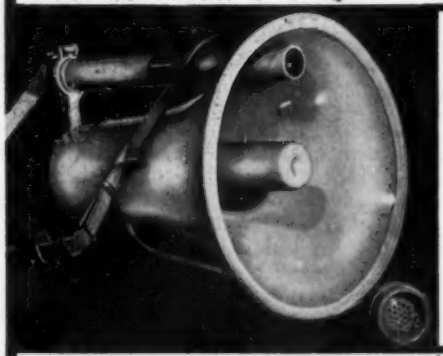

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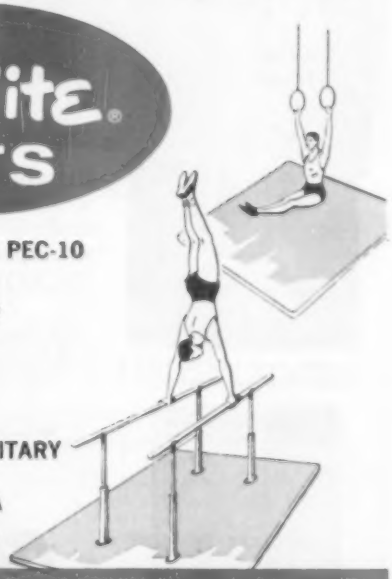

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able rebounding positions under both boards.

Fourth, the goal of the coach should be to develop a consistency in such phases of the game as accurate ball-handling, sound defensive play, good offensive and defensive rebounding, effective offensive maneuvers to get the good shot, effective shooting, and the elimination of mechanical and mental errors. Every team needs a strong floor general — a "take charge" boy with the ability to size up the game situation and lead his team into the proper strategical channels.

Fifth, the successful team is always alert for the cheap basket when the opportunity arises. If the defensive team has a weakness or is making defensive mistakes, the offensive team must be able to take advantage of every opportunity. This doesn't imply an adoption of a "chance taking" attitude at all. It does mean that when an opponent has a glaring weakness on defense, the offensive team must exploit it until it is corrected.

Sixth, most coaches feel that in order to win, they must shut off the opponent's greatest threat, whatever it may be. It might be an individual or two individuals of outstanding ability, or it might be some pattern of play or offensive maneuver.

Whatever it happens to be—an individual, a maneuver, extreme height, or a combination of all of these and more—your chances of winning are poor unless it is thwarted or frustrated to some extent. This is where good scouting can be of great value in deciding just what adjustments will be needed.

Seventh, basketball coaching, like all other types of coaching, is a fight against time. The important things must be settled on and plans made to emphasize them as soon as possible. We must always look to statistics for help in analyzing the weaknesses of our teams. Statistics should be kept on the most important factors of individual and team play as the game unfolds.

Information of this kind can be gleaned through such instruments as shot charts, rebounding charts, mechanical error charts, and jump ball situation charts. This information gives us a scientific approach to the analysis of individual and team play. It makes possible an accurate diagnosis of strengths and weaknesses and where to begin to remedy weaknesses and improve the team for the games ahead.

Another very effective teaching aid is the taking of moving pictures and the follow-up study of each player as he reacts to the game situations.

There are several sound systems of offensive and defensive basketball, all of which have their advantages and disadvantages. Whatever philosophy and system the individual coach chooses, he must believe its the best, he must sell it to his players, and he must stay with it through the years.

To have a winning basketball team, you must have the raw material to work with. Your task then is to develop the maximum potential of each player and the team unit they comprize.

•

ALL WORK AND NO PLAY . . .

ADVICE to the midnight-oil burners, straight from The Athletic Institute's "Sportscope" (Vol. II, No. 7):

If you keep your nose to the grindstone rough,
And you hold it down there long enough,
In time you'll find there's no such thing,
As brooks that babble and birds that sing.
Then these three things will your world compose:
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For girls, Bradley Showers equipped with partitions and curtains are preferred.

Write for *Catalog 5601*

BRADLEY multi-stall showers

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Roller Skating

(Continued from page 46)

teacher working from a "text book."

9. *Use games or a varied program?* Nearly all skating programs employ variations such as games to maintain interest and challenge. The most popular is dancing, folk games, or rhythmical skating. This includes grand marches, circle mixers, and couple dances. Some use more strenuous activity such as musical chairs, hockey, tag, racing, or ball games and relays. The main object of any skating program is to combine fun with exercise and coordination. With wheels on the youngsters' feet, this objective is easily attained.

Following is a check-list of the major problems and possible solutions:

1. Maintaining order. It's best to have firm rules and rigid discipline at the start of the program. This will save supervision later on.

2. Supervision. Many schools and churches report problems in getting adequate adult supervision. It's possible to use older children to help with this problem.

3. Fitting of proper size. This was previously discussed. The Chicago Roller Skate Co. offers a simple chart to customers. This enables the youngster to place his shoe on the chart and read the proper skate size. This same chart could be painted on the floor as a permanent guide.

4. Tools for the maintenance of skates. Some keys and wrenches are given free with skate orders. In addition, there's a $15 repair kit which contains an assortment of repair parts plus the necessary simple tools for skate maintenance.

5. Scheduling. This has been covered. Remember, roller skating can be used both as part of physical education and as part of recreation and social activity.

6. Special recorded skating music. A wide selection of skating records is available.

The success of roller skating programs in schools, churches, and municipal recreation programs is due to the simple fact that so many youngsters can enjoy skating at one time. Any fair-sized, unobstructed area can be used for roller skating. The enthusiastic endorsement of roller skating by the 3,000 schools, churches, and cities now using it is proof of this. We therefore recommend roller skating to anyone interested in youth activity.

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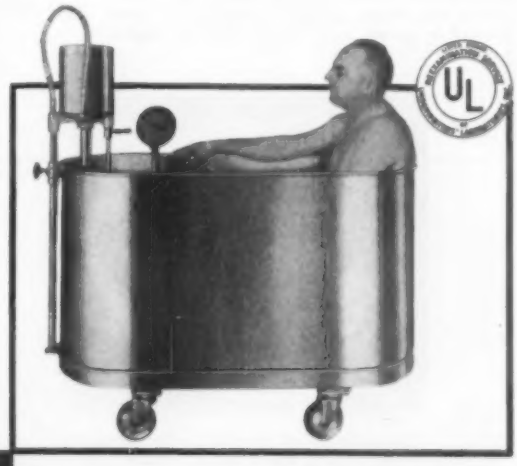

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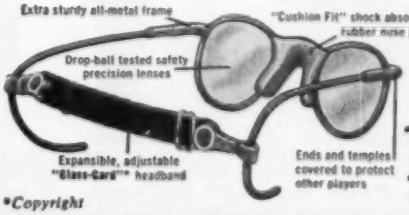

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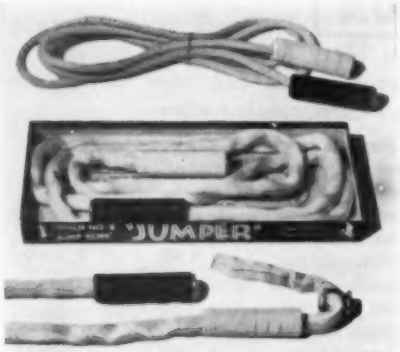

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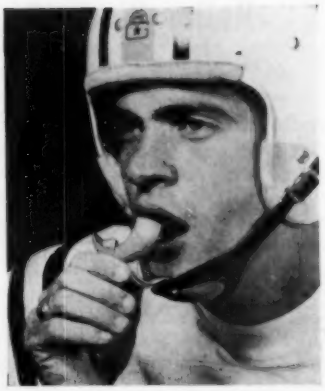

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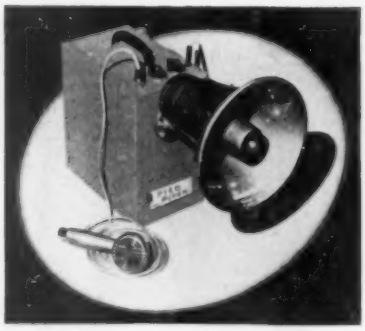

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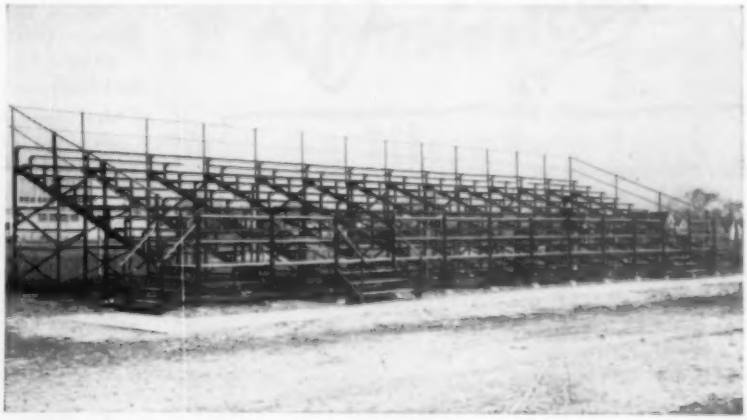

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COACHES' CORNER

The Battle of Lexicon

By **DAN PARKER,** *Sports Editor, N. Y. Daily Mirror*

(Reprinted by special permission)

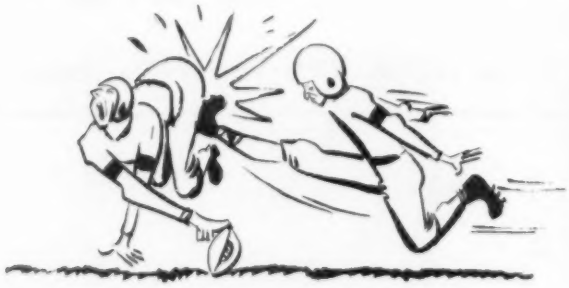
Quarterback—a refund from the 25¢ gas meter in the dressing room.

Split T—when the Oolang bag breaks in the boiling water.

Cross Buck—an irritated elk.

Tail Back—what a decaudated bulldog never gets, once the vet chops it off.

Placement Kick—a boot delivered where a guy needs it most.



Flat Zone—where the building ordinances permit tenement houses.

Coffin Corner—where the caskets are kept handy to smuggle the dead off the field.

Offensive Back—a bad case of lumbago.

Sidelines—what all the players have in college.

Charging—what boys in the Pacific Coast Conference were doing for their services.

Hand-Off—a command often heard in the stands at co-ed institutions.

Man in Motion—that Elvis Presley guy.

Single Wing Left—the remains of a Thanksgiving turkey.

Check-Off—a great Russian short story writer.

Cut-Off Block—what the English did to Mary Queen of Scots.

Hook Passes—to steal punched tickets for game.

Touchback—when you ask a guy to lend you that ten-spot you let him have a year ago.

Inside-Out Block—a repair job on your autumn fedora.

Cut-Backs—reductions in players' salaries during periodic economy waves.

Reversing the Field—turning the gridiron sod upside down when it's worn out on one side.

Uprights—colleges that claim to be purer because their payoff checks don't bounce.

Banana Pass—one which calls for the split.

Flood Pass—a card which permits you to walk right in over your head.

Fullback Swing—a porch hammock you can't fall over backwards out of.

Tackles Back—two linemen returning to alma mater after a sabbatical year in pro football.

End Around—the approximate time the game will be over.

Grant in Aid—when Ulysses S. helped capture Richmond.

Safety—something you'll find in numbers if you talk out of turn.

Right Tackle—the proper rod for catching a certain type of fish.

Linebacker—a fellow who's ready to make good his boasts.

Pivots—teeth to replace those knocked out during the game.

Reverses—what the best of teams run into.

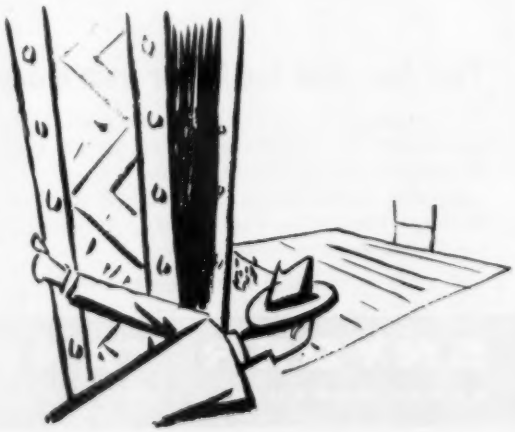
Unbalanced Line—the chatter of a guy who's slightly off the beam.

Pass Protection—what the team press agent needs on day of big game.

In and Out Run—office maneuver executed by experts on days when they want to get in an afternoon of golf.

Fair Catch—the other fellow's date at a post-game party.

Blocking Angle—a girder that cuts off your view from the stands.



LESSON NO. 1

Serve may be delivered off right foot, with weight already established over this member before the bird is tossed forward and to the right. Elbow remains about 8 inches from waist as it travels forward.

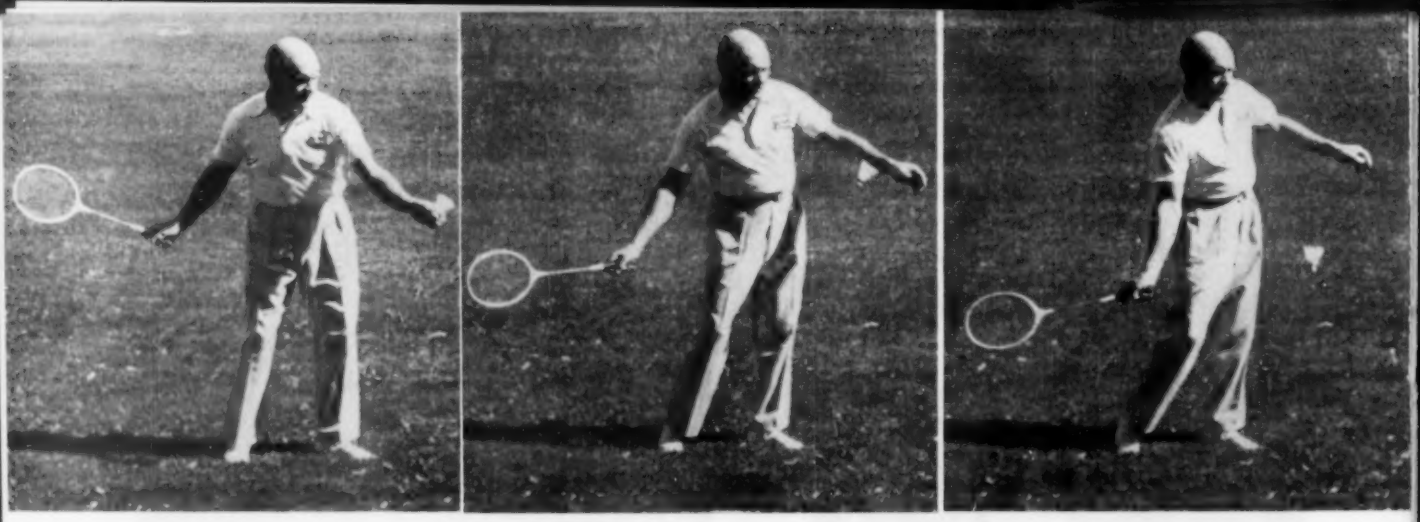
Preparation for Serve: The shuttle is tossed forward and to the left, with the heel or butt of the racket leading the shot—retarding the wrist until the last split-second.

This position is assumed a split-second before arm is thrown at shuttle. It's an absolute must to prevent opponent from telling whether shot is going to be a clear, smash or drop.

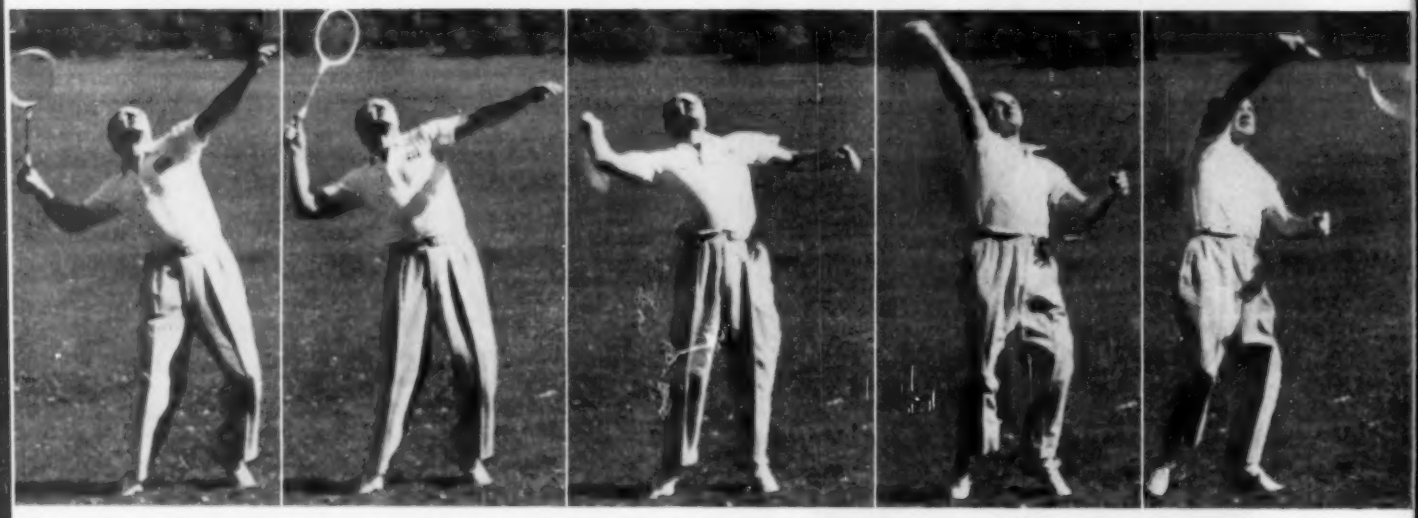
Badminton Illustrated

By **HUGH FORGIE,** *Internationally Renowned Professional*

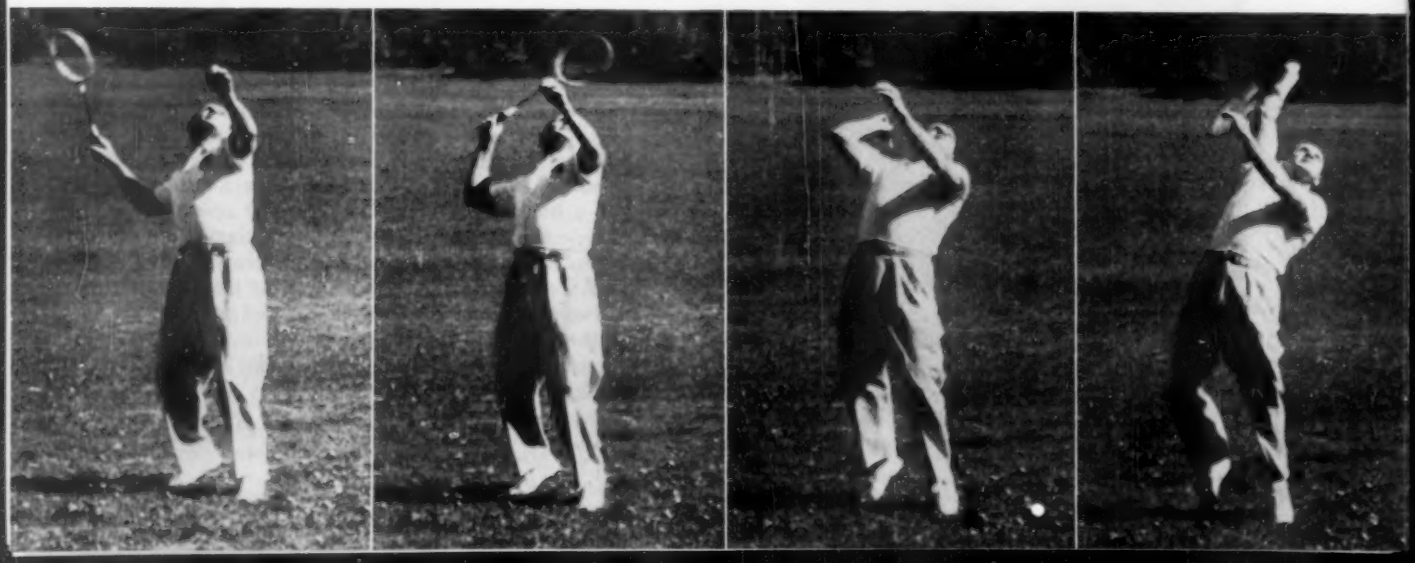
THE most famous badminton "bird" in captivity, Hugh Forgie has swatted shuttlecocks—on land and ice—before more than 30,000,000 people all over the world! He and his partner, Stig Larson, form that hilariously funny and wonderfully adroit badminton team that's been featured in the fabulous "Ice Capades" for the past 13 years. Star of stage, screen, and TV, author of a book, and indefatigable clinic operative, Forgie has done as much as anyone to popularize badminton in schools, rec centers, colleges, army camps, etc., on both sides of the Atlantic. A great badminton technician and teacher, Forgie has prepared two illustrated lesson plans for *Scholastic Coach* in which he will demonstrate and describe all the basic strokes—emphasizing the preparation of the body, feet, and racket to assure the desired depth, power, placement, and deception.

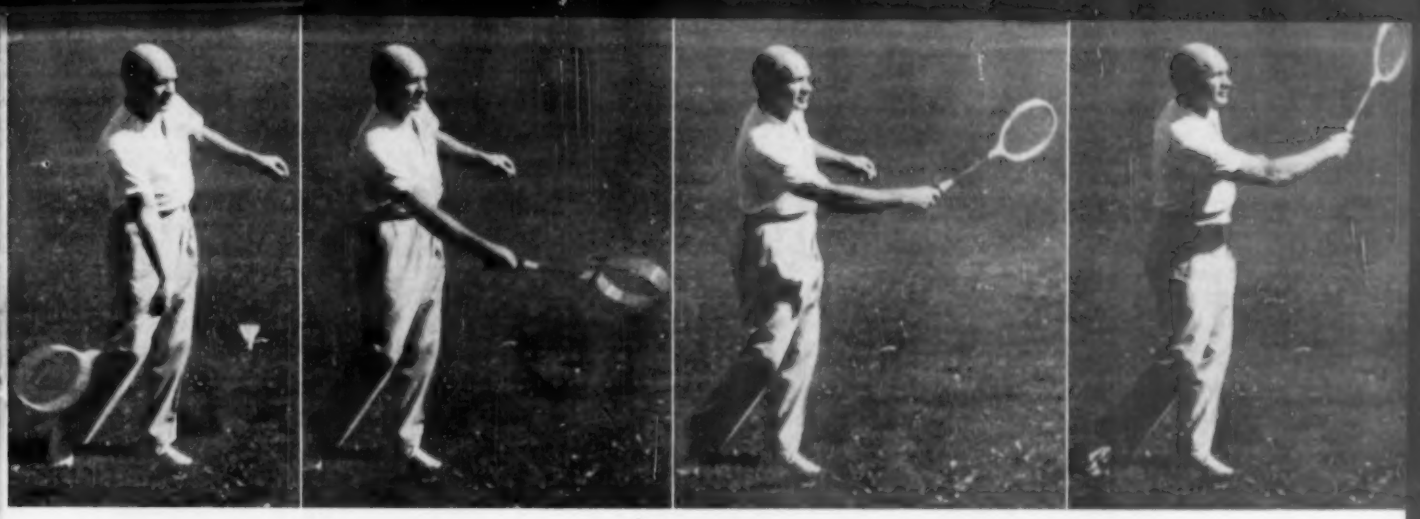


SERVE: In learning the serve, practice tossing the shuttle forward and to your right. Start with the racket well back, as in the first picture. Note that the wrist starts forward but remains well-cocked until the last split-second before contact. It's then released with a sudden action, thus keeping the opponent in doubt as to the direction and type of serve. A gentle quick stroke produces the low serve. When met sharply on a more horizontal plane, you get a drive serve. When hit with all the power of wrist, arm, and body, you get a high serve. The secret is to camouflage your intent and thus keep

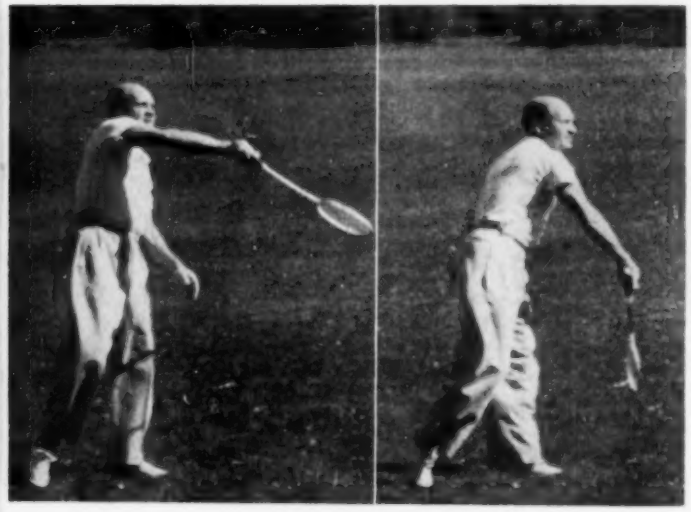


AROUND-THE-HEAD: This is the shot most peculiar to badminton. It's met and played as a forehand and has all the characteristics of the overhead forehand. The bird is simply met over the left shoulder instead of the right, with the follow-through to the right side of the body. Note that the arm doesn't cross the vision in the preparation, that the elbow remains on the right side of the body during the entire stroke, and that the vision is never blinded by the racket or arm action. The





your opponent in doubt. Practice serving for hours and hours and learn to hit any corner of the opposite court. In the early stages of learning, count "1" as you toss the shuttle forward and to your right, and "2" as you bring the right hand into action. The right elbow should travel about 8 inches away from the hip. The longer the interval between "1" and "2", the better your serve. Note that the arm continues well away from the body in the follow-through. The bird, incidentally, is propped between the three middle fingers and thumb and is dropped far enough in front to facilitate a full arm stroke.



OVERHEAD: Since it's essential to maneuver yourself behind the bird whenever possible, the first consideration is footwork and preparation. Once in position, the overhead is similar to the action of throwing a baseball. The shuttle is met above and ahead of the right shoulder (left shoulder for left-handers) at maximum *comfortable* reach. This strip demonstrates the clear. The smash and drop are met a little more forward. The action is always the same. Imagine yourself as a baseball catcher. Your throw to the pitcher is the drop shot, just over the net. Your throw to second base to catch a runner stealing is the smash, and the throw to the centerfielder is the clear. The follow-through brings the arm and body well forward. Bear in mind that each throw is the same except in timing and pace. Therein lies the secret of deception and camouflage.

around-the-head should be developed before the deep backhand. It's easier to play and has the added advantage of power. Badminton is a game of deception and your opponent has little to fear from your deep backhand power. With a good around-the-head, however, you can protect and win from your deep backhand. The resemblance of shots to one another in preparation tends to freeze the opponent, preventing him from anticipating the type and the direction of the shot.

position and takes up a standing position at the top of the foul circle. He faces the two offensive guards whenever they're in possession of the ball.

As in **Diag. 1,** the center does not participate in the ball-handling of his four teammates. His purpose is that of a standing screen for his teammates and a decoy or the defensive center.

Type Of Passes Used. Practically all the passes are short, some being merely hand-offs in the fashion of a T-formation quarterback.

As you may perceive in the diagrams, the ball starts at position 1

Four-Man Close-Weave Attack

(Continued from page 7)

and is handed off to 2. The Weave has now started. 1 moves inside to take up 4's position, as forward 3 moves out to take a pass from 2 at approximately the position vacated by 1.

Following the hand-off to 3, 2 moves in to take up the forward position originally held by 3. The process continues until a drive is executed, a shot taken, or a pass made directly to one of the forwards who has successfully maneuvered himself into a good shooting position.

Type Of Shots Recommended. From positions 1, 2, 3, 4, and 5 (when 5 is playing the deep corner), the one-hand jump can be taken quite often. If the personnel should include one or two good two-hand set shots, positions 1 and 2 are often advantageous. Position 3 and 4 often become good platforms for hook shots, following a direct pass from the guard positions.

Since all ball-handlers are located close to the basket, any one of them is potentially in position for a short driving layup following a defensive mistake. The one-hand jump shot is a constant possibility from any of the five mentioned positions.

Offensive Rebounding. Since four offensive men are constantly close-weaving in a pattern close to the basket, better rebound organization generally exists among them. They're in position, when a shot is taken, to crash the boards or to retreat quickly as backguards, whichever the individual assignment requires.

Also, when the offensive center, 5, sets up at the top of the foul circle **(Diag. 2)**, five men are generally in advantageous rebound positions following a shot.

WHAT X-5 MAY FIND

While it's true that the defensive center will, as a rule, have the inside position on 5 when the shot is taken, whenever he (X-5) chooses to pull a stride or two away from the basket for the purpose of guarding 5 loosely **(Diag. 1)**, he may find:

1. That one of the other four offensive players is able to take up the inside positions under the basket; or

2. That since the offensive center has pulled his opponent away from the basket, he (5) can outmaneuver his bigger man for the inside position on the basis of speed and/or faking.

The center 5 usually holds his offensive position, either in the deep corner or at the top of the foul circle, until the shot is taken. (The shot may, of course, be taken by 5

With or without face bars, players are exposed to serious injury. Frontal blows are protected against because DENTIGARD separates teeth from teeth and teeth from lips. Wrenching actions transferred from helmet or face bar to chin strap, jerking the lower jaw forward, can't cause tooth-to-tooth contact. And the slim-line "bite" guards against jaw dislocation or fracture.

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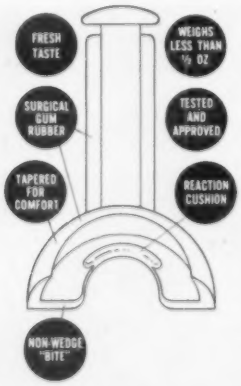

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from his assigned position after receiving a pass from one of his teammates. But such is an exception rather than the rule.)

Following any shot, 5 immediately becomes one of his team's rebounders (rather than a backguard). It's his duty to outmaneuver his taller opponent to gain rebound position once the shot is taken.

ADVANTAGES OF WEAVE

Advantages of Four-Man Close-Weave Offense:

1. More short shots, especially jump shots, are able to be taken than in many of the conventional offensive systems.

2. Since the offensive is designed to allow the best jump and set shooters to get an increased number of shots from the better percentage spots, a considerable increase in overall team shooting should result. This will generally cause a sloughing defense to change their tactics. They'll often decide to remove much of the attention previously given the offensive center, and start to attack the ball-handlers more closely.

3. The short passing attack provides for better ball-control.

4. Better rebound organization results when more offensive men are close to the basket when a shot is taken.

5. Each player participating in the Close-Weave is allowed more opportunities to handle the ball than in the conventional offenses which stress ball domination by two or three men.

Disadvantages of Four-Man Close-Weave Offense:

1. One man, the center, is used very little in the team's ball handling, and his shooting possibilities are also limited. (This depends, of course, on the role given this man by the individual coach.) Should two or three men on the team be of equal ability, the center position can often be alternated among them without any change in the offensive pattern.

2. Since the guard handling the ball and at least one of his teammates are very close together, the chance of being double-teamed by the defense is constantly present.

3. Pivot plays, as used in most conventional systems, are just about eliminated since the area around the basket is jammed with from eight to ten players.

4. Danger of a fast break is always present because all five offensive players have taken positions close to the basket at which they're shooting.

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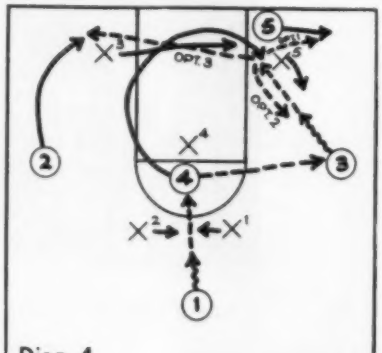
Attacking the 2-1-2 with Reverse Circle

(Continued from page 30)

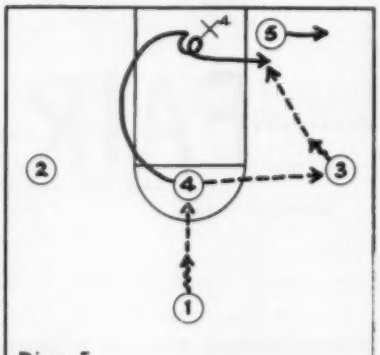
for a crip but stops about five feet from the goal and banks a shot off the board.

Explanation of reverse circle: 4, after passing off to side (to 3), takes one step with foot opposite direction of pass, swings other foot in semi-circle, and cuts under basket coming out on the side of the play.



Diag. 4

If an opposing player beats him to the desired position under the goal, he rolls in a complete circle on the foot facing the driver (2 or 3)—going from a position behind the opponent to a position directly in front, as shown in **Diag. 5.**



Diag. 5

3 and 2 practice the following: (a) shooting a one-hand set upon receiving ball from 4; (b) driving for about three or four dribbles, stopping suddenly, and shooting a one-hand jump shot; (c) faking a jump shot and passing to 5; (d) faking a jump shot and passing across-court to "back-door" forward; (e) faking jump shot and bounce-passing or shot-passing to 4; (f)

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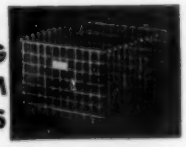

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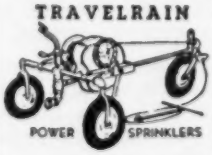

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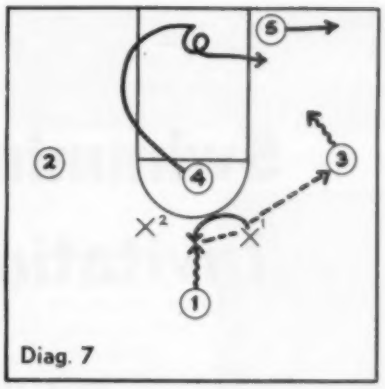
driving and (g) faking to any player and passing to another; (h) faking at 5 and passing to 4, or faking to 2 and passing to 4 or 5, or faking to 4 or 5 and passing to 2.

Diag. 6 shows 2 and 3's passing options.

Diag. 6

Up to this point, 1 has attempted to get the ball directly into 4. After a while, X-1 and X-2 will sag back to intercept the pass from 1 to 4. No. 1 will then pass to 3 or 2 direct, with 4 doing a reverse circle, as shown in **Diag. 7.** 1 may also take a shot if X-2 or X-1 sag on 4.

Diag. 8 illustrates one of our most successful plays, especially if 5 has


Diag. 7

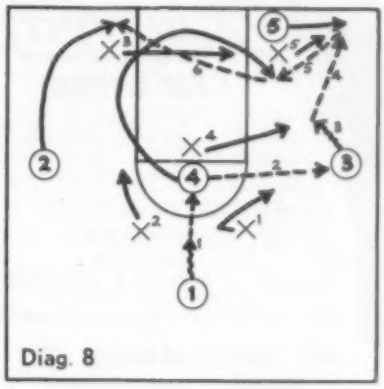
been hitting consistently and the opposition is playing him man-to-man as he slides back and forth along the end line. In that case, we definitely play for the back door man.

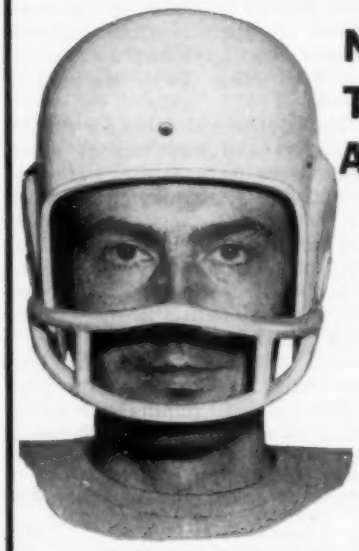
A final word: Because we do use a 1-3-1 attack, we're particular vulnerable to a fast break by X-1 and X-2. This is our philosophy: Stop it at its inception.

There's no use speaking of floor balance when you're playing a zone team. If you do, you'll sacrifice all possible offense rebounding strength; and with your two men falling back on defense the opponents will invariably throw a three-lane fast break at you which will make your two look like one anyway.

For this reason, we stop the opponents' fast break by throwing four men on the backboard after we shoot. That gives us that second shot, for the opponents certainly cannot fast break if we have the rebound in our hand, shooting it again and again and again.

Should the opponents still manage to retrieve the rebound, we'll be in excellent position to move in and either tie up the ball or harass them enough to make it almost impossible to fast break.


Diag. 8



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Swimming—Track Invitation Meets

By ALTON SMITH

Physical Ed Dept., Fieldston School, New York City

THERE'S a growing tendency all over the country for schools, whether public or independent, to become more truly a part of their communities. In the effort to achieve this, athletics may play a constructive part.

Two invitational sports events recently established by the Fieldston School, in the Riverdale area of New York City, offer interesting and suggestive examples of the kind of contribution which an athletic program can offer to community relations.

Our purpose was to help our students and those of other schools in the vicinity to become better acquainted through sharing a healthy interest in sports, and to make our athletic facilities available on a practical basis which would be of real value to other schools.

In making a choice of activities, we considered carefully such factors as the type of event that would appeal to students, what educational benefits they would gain, and the need to keep professionalism out of the picture. The two we decided upon—a swimming meet and a track meet—have met our requirements in several ways.

The Fieldston Invitation Swimming Meet and the Fieldston Track Relays are designed for smaller public, private, and parochial schools within the New York metropolitan area. Our championships offer the realistic competitive experience we feel is important to boys. Being restricted to schools with comparable ranges of achievement, it avoids the sense of futility which comes from being lost in the shuffle of tremendous city-wide championships. No school that has participated in our meets has ever been shut out.

Since we charge no admission fee, we can restrict our invitations to schools whose athletic policies meet the highest standards of amateur competition. Each meet culminates a season during which the competing teams have met one another in dual competition and then rejoin for the championships. The teams have always been so closely matched that the final event has always been the decisive one.

These meets have renewed waning interest in swimming and track and have helped the participants improve their performance through a realistic challenge. Mutual respect and liking is built up between fellow competitors from different schools, who have had a chance to see each other twice during the season.

The educational value for student managers and members of sports committees is great. They develop responsibility and organizing ability through the experience of making their own arrangements—filling out invitations, entry forms and trial sheets, seeding, clerk-of-coursing, placing finalists in races, planning equipment, meeting visiting teams, paying officials, handling newspaper publicity, and other jobs.

The cost of running our swimming meet is just $50. Expenses include:

Fees—Referee-starter	$20.00
Four undergraduate timers from a local college, at $3 each	12.00
Head judge of fancy diving	5.00
Ribbons for all finalists	10.00
Mailing costs	3.00
TOTAL	$50.00

The cost of the Fieldston Relays is only $20, itemized as follows:

Fees—Referee-starter and judge of one relay zone*	$10.00
Judge of other relay zone*	7.00
Mailing	3.00
TOTAL	$20.00

*Both judges officiate in the field-events relays, and the coaches pick the order of finish in the races.

Our winners' trophies are donated, but they can be bought for not over $16. Their cost can be kept down by making it necessary to win three times before taking permanent possession.

Our championships are held at the same time every year. Swimming meet trials are held on a Thursday afternoon, with the finals on Friday. Entry blanks are mimeographed in sufficient numbers to last for three years, with dates and distances left blank to be filled in each year.

We charge no admission fee for entries, which close one week before the meet. These are final and list no alternates. This eliminates the scratch meeting, but allows each coach to notify a change in his entry up to 10 minutes before meet time.

It's important to remember that all the schools know each other from dual-meet competition so that entry changes are usually requested only because of illness. All other scholastic rules are followed, except in the individual medley. This is raced at 75 yards.

LIST OF EVENTS

The events include: 50-yard freestyle, ?-yard breaststroke, 200-yard freestyle, ?-yard backstroke, 100-yard freestyle, fancy diving, ?-yard individual medley, ?-yard medley relay, and 200-yard freestyle relay. Two men from each school are permitted in each event, with one relay team from each school. No man may enter more than two events, including relays.

Fieldston is fortunate in having a fifth-of-a-mile track, and our relays are geared to this distance. The boys get the thrill of running the same number of laps as are run on the collegiate quarter-mile tracks, but the actual races come out one-fifth less for the total distance. We consider this more desirable for most high school students, who are still in various stags of growth development. In addition, boys who "double-up" in the relays are far less taxed.

Our track rules are simple. Only students who have represented their schools solely in track during the current spring season are admitted. This avoids the kind of heartbreak that happens when a boy who has worked hard at track all season is replaced by a fellow who has already had his moment of glory on the baseball or tennis team.

(Concluded on page 75)

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Defensing the Big Man

(Continued from page 11)

with Kansas for the national championship, we planned to keep one man (6-9 Joe Quigg) in back and one man (6-6 Pete Brennan) in front of Wilt Chamberlain. Actually, we played a 2-1-2 zone defense, with Quigg dropping behind Chamberlain and Brennan, who was playing under the boards in the zone, getting in front of the great Kansas center.

We were able to do this because Kansas, in their efforts to feed the big boy, didn't shoot enough from the outside to keep us honest or force us out of defense. Both of our boys did a fine job on Chamberlain.

4. A collapsing man-to-man is sometimes effective against a good pivot, particularly if his team doesn't have a good outside attack. We'll have the man guarding the outside feeder drop off him and get in front of the pivot man, while our big man will play in back of him.

We'll also have our weak-side defensive man come over and help out from his side of the court. This gives us three men on our opponents' big man. We did this against Kansas, with Bob Cunningham and Tommy Kearns dropping back to help out on Chamberlain. Our main objective was to cut down on Chamberlain's scoring and prevent him from making easy tap-ins on rebounds.

5. Zone defense. On occasions we use the 1-3-1 zone invented by Coach Clair F. Bee. The principle involved here is to keep three players between the ball and the basket at all times. This makes it virtually impossible to work the ball into the pivot man.

While this defense possesses weaknesses against good outside shooters, it's excellent against a team with a dominant scorer in the pivot area. If you can force him from this area, then you've gained your first objective—that of not letting him move into his favorite spot.

6. The full-court press can be highly effective against a team with an outstanding scoring pivot man. This type of defense doesn't allow the offense to play its normal game, preventing the big boy from getting into his favorite spot under the boards. It often forces the big man to set-up a post far from the basket in order to get the ball over the 10-second line in time.

Where the opponents have two or three big men, the full-court press must exert terrific pressure on the smaller backcourt men who are bringing the ball upcourt. Most big men aren't used to bringing the ball upcourt and if the full-court press can force them to do so occasionally it will have served its purpose.

The pressing team should use man-to-man tactics, switching on backcourt opponents whenever they cross. They should have a lot of that devil-may-care attitude and force the opponents into cross-court passes and similar errors that endanger possession.

Most of the suggestions herein have stressed the importance of hampering or preventing the ball from getting in to the pivot. That, of course, is the desideratum in defense. But it cannot always be accomplished. The pivot man *will* get the ball—more often than not.

BALANCED POSITION

Once he does get it, the guard may, if possible, reach quickly under his arm to tie it up. If he cannot do this safely, he shouldn't move in too tight on the man. A quick feint or a pivot would then leave him for "dead," and would enable the pivot to hook him with his legs or body. The defensive man should keep an alert, balanced position, ready to head off any quick turn and drive or to go up with any sort of shot.

Whenever the pivot man starts moving out, the defensive opponent may play him regularly. Few big men have good outside shots, and needn't be played closely. Since anyone moving out is usually doing so to clear out the middle or set up a screen, the wise defensive pivot will not dog his steps but will sag and look out for cutting opponents.

In summarizing the defense of the big man, I might add that the first and most vital point (in college anyway) is to make sure you have good big men of your own. This is most important. You may do a fine job of theorizing on how to stop the big fellow, but it's far better to go out and get a big man yourself!

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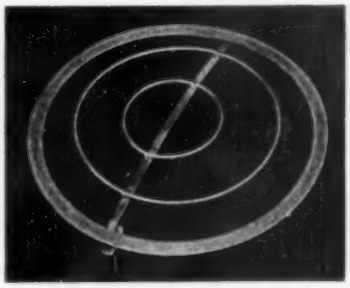

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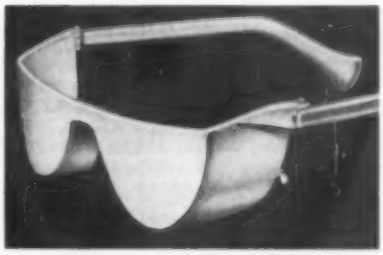

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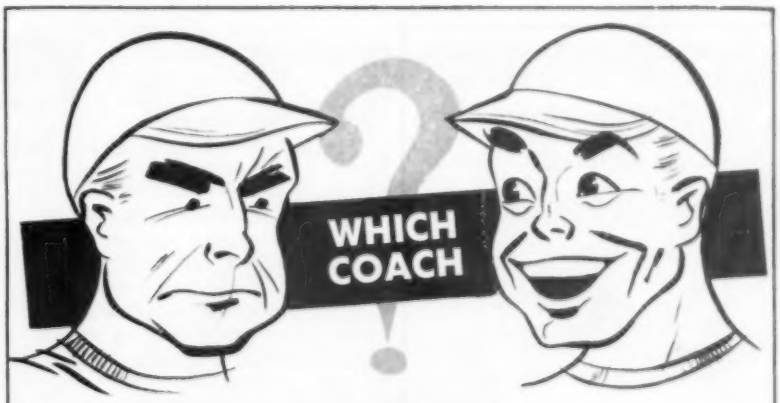

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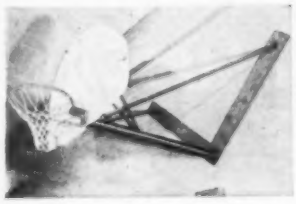

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Kinephylaxis in Training Program

(Continued from page 51)

Some physical educators have suggested that an over-amount of such muscle stretching may be deleterious to athletic performance. The writer has corresponded with a fairly large number of physiologists in the Scandanavian countries, where this practice is very common, and so far has been unable to elicit any adverse criticisms of this stretching process. None of the individuals (Scandanavian) who have suggested that the practice is deleterious has been able to document his statement.

Exercises for strengthening the ligaments of the knee:

Before beginning exercise, see that the individual is well warmed up. The individual should be careful with the exercise if the joint has been injured recently and hasn't thoroughly recovered.

1. *Wide* stride stand—feet far apart.

(a) Move weight to left and squat far down over left foot (left sideward lunge position).

(b) Press downward on right knee with right hand three times, at the same time "bouncing" downward over left foot.

(c) Return to starting position.

(d) Counterlike.

2. Side leaning rest on left hand and left foot, right foot resting on inner side of left knee.

(a) Raise inner side of left ankle from floor, and bounce up and down three times.

(b) Counterlike (other side).

3. Side leaning rest on left hand and right foot, left foot (outer side of ankle) resting atop right knee.

(a) Raise outer side of right ankle from floor and bounce up and down three times.

(b) Counterlike.

Exercises for strengthening the ligaments of the ankle:

1. Front leaning rest, feet extended, resting on backs (top) of feet.

(a) Bounce up and down on toes three times.

(b) Turn trunk to left, supporting feet on lower side of ankles. Bounce three times.

(c) Same to right.

(d) Turn back to front leaning rest, supporting feet on inner borders, and bounce up and down three times.

Exercises 2 and 3 for the ligaments of the knee are also useful for those of the ankle.

Exercise for stretching hamstrings:

1. "Split" position on floor, left leg forward, right leg back. Support with both hands on floor on either side below forward thigh.

(a) Bounce gently up and down three times.

(b) Turn 180° and execute counterlike movement.

Note: Go easy on this one until hamstrings of forward leg and rectus femoris of backward leg are well-stretched.

2. Sit on floor, knees straight, trunk forward, hands grasping ankles.

(a) Keeping knees straight, pull trunk slowly forward and downward as far as possible without too much pain in backs of legs and thighs. "Bounce" forward and downward three times.

(b) Return to starting position.

3. "The Bobber" — from stride stand, arms over head.

(a) Bend forward, *knees straight,* and touch floor as far forward as possible.

(b) Try to "bounce" downward and touch a little farther forward.

(c) Repeat (b).

(d) Repeat (c).

(e) Return to starting position.

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Invitation Meets

(Continued from page 71)

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Our entry blanks list only the day of the meet, the scoring method, the races and their order, and the above rules. Coaches make out no entry blanks but, on their honor, send qualified teams to the starting line when the race is called.

The events include: 2-lap relay (½ lap for each man); broad-jump relay, freshman 2-lap relay (½ lap for each man), sprint-medley relay (1 lap, ½ lap, ½ lap, 2 laps), shot-put relay, distance-medley relay (1 lap, 2 laps, 3 laps, 4 laps), and a 4-lap relay (1 lap each man).

The broad-jump and shot-put relays are decided by totaling the best marks of the three top performances from each school. The high-jump relay is omitted because of the difficulty of exact measurement.

Fieldston enjoys playing athletic host. Our students are building up happy memories of friendly association and friendly rivalry with boys from as many as 20 other schools whom they might otherwise never have met. Our guests report that their sports programs, like our own, have received a much-needed shot in the arm.

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The potential value of such a plan is shown by the number of schools which are waiting to join our meets. We hope that many others will take the initiative in setting up individual events adapted to their own needs.

Those who do will reap the benefits of heightened interest in the kind of sports program that's genuinely rewarding to young people. Through it, they will gain not only added skill and enjoyment, but a wider sense of that comradely give-and-take on which true sportsmanship is based.

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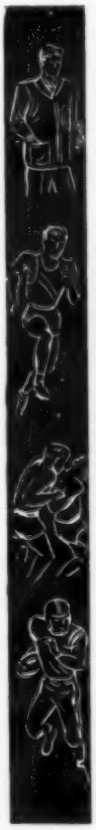

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West Virginia's Free-Lance Offense

(Continued from page 8)

maintaining his left foot as the pivot. Dribble is made with the right hand.

3. *Fake Left, Fake Right, Go Left*: Player head-and-shoulder fakes to the left, stepping with the left foot. Maintaining the right foot as his pivot, he next fakes with head and shoulder to the right. He then returns to the left for his dribble-drive, stepping off with the left foot and dribbling with the left hand.

Fake Right, Fake Left, Go Right: Player head-and-shoulder fakes to the right, stepping with the right foot. Maintaining the left foot as his pivot, he next fakes with head and shoulder to the left. He then returns to the right for the dribbie-drive, stepping off with the right foot and dribbling with the right hand.

4. *Rocker Step Left*: Player takes a short step with his left foot while maintaining his right as a pivot, and then returns to his starting position by bringing the left foot back at the same rhythmic speed. He then drives off with the left foot making the initial step. Dribble is made with the left hand.

Rocker Step Right: Player takes a short step with his right foot while maintaining his left as a pivot and then returns to his starting position by bringing the right foot back at the same rhythmic speed. He then drives off with the right foot making the initial step. Dribble is made with the right hand.

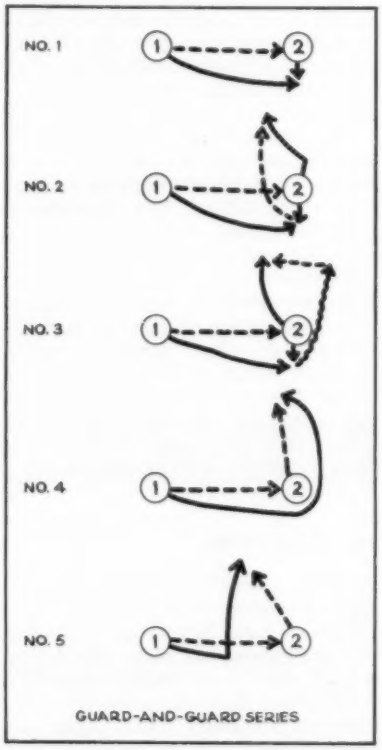
5. *Fake Set Shot, Go Left*: Player makes definite fake of either one or two-hand set shot and then makes initial step with the left foot while maintaining the right foot as his pivot. Dribble is made with the left hand.

Fake Set Shot, Go Right: Player makes definite fake of either one or two-hand set and then makes initial step with the right foot while maintaining the left foot as his pivot. Dribble is made with the right hand.

(Several of the above individual maneuvers are demonstrated by Chet Forte, Columbia star, on pages 12 and 13.)

It might be advisable for coaches to supplement these maneuvers with drills that fit the specific needs of the personnel. A series of individual drills might also be planned for the high post position with the player's back to the basket. From this position, many helpful roll-out maneuvers can be designed for pivot men.

From the individual maneuvers, the West Virginia system adds a second player for another series of drills that continue the development of the offense. This series begins with two boys stationed at the normal guard or back court positions. These maneuvers are shown in the accompanying diagram:



GUARD-AND-GUARD SERIES

1. Player 1 passes to player 2 and then cuts to a position directly behind for a return pass or hand-off. Player 1 is then in a position to take a set shot behind the blocker (player 2).

2. Player 1 passes to player 2 and goes behind for hand-off. The blocker (player 2) then releases and cuts toward the basket for a return pass.

3. Player 1 passes to player 2 and goes behind for hand-off. Player 1 then drives around either side with a dribble while blocker (player 2) releases and cuts toward basket looking for a return pass from dribbler (player 1).

4. Player 1 passes to player 2 and

cuts all the way around player 2 and continues toward basket while looking for a return pass.

5. Player 1 passes to player 2 and starts cut toward player 2 as in above maneuvers. Player 1 then changes direction and cuts toward basket for return pass from player 2.

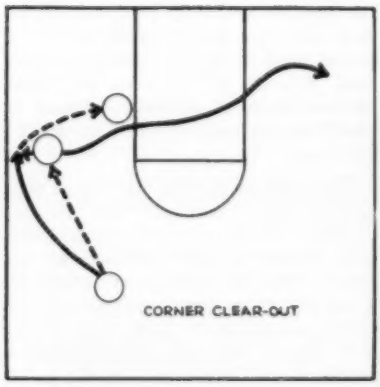
These two-man plays can also be worked by a combination of a guard and a corner man.

A third man is then added to the maneuver, with the combination being either two guards and a corner man or a guard, corner man, and pivot. With the two guards and corner man, dribbling inside screens off a weave can be added. In this sort of weave, it's imperative that definite penetration toward the basket be made with each hand-off of the ball. It's also effective for the middle man in this set-up to pass to either guard or to the corner man and screen for his teammate away from the ball.

The maneuver for the combination of guard, corner man, and pivot begins with the guard passing to the pivot and setting an inside screen for the corner man.

A second maneuver is for the guard to hit the pivot man and cut outside the corner man in a path toward the basket.

A final maneuver, which is effective in getting the ball to the post when the defense is dropping off, is for the guard to pass to the corner man and cut directly behind him for a hand-off (see diagram).



Following the hand-off, the corner man releases and cuts directly in front of the pivot. The guard passes to the pivot just as the corner man is cutting by the latter. This maneuver tends to loosen the defense sufficiently in the pivot area to enable the big man to set himself to receive the ball.

The fourth and fifth men are then added. This pattern of two and three men working together in maneu-

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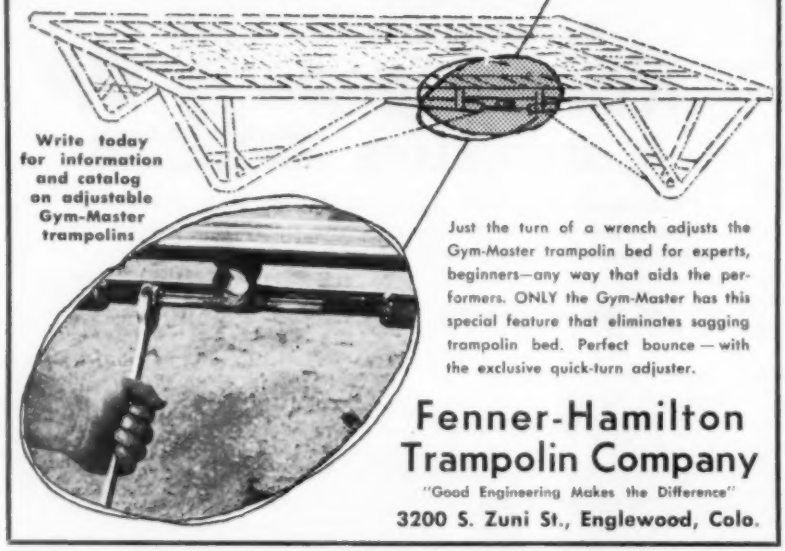

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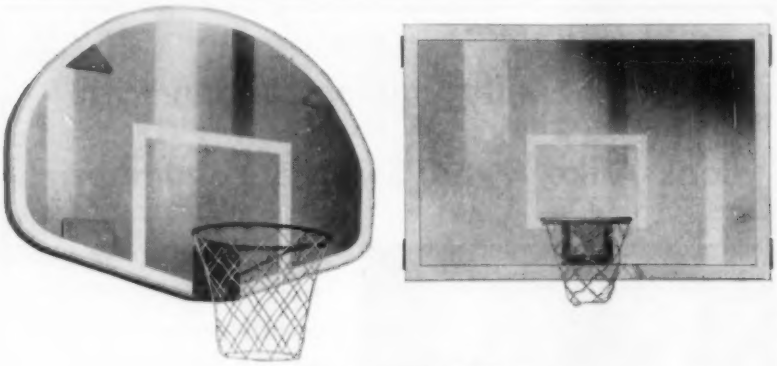

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vering the defense continues with the idea of keeping good floor balance at all times. For instance, if a guard is working with the corner man on the left side and a cut is made by the guard toward the basket, it's necessary for the right guard to move over to replace this cutter and for the weak-side corner man to come out to replace the right guard for defensive balance.

The players enjoy this freedom of movement in this free-lance style, and they're not subject to the regimentation which often creates deliberate and mechanical action by the individual player.

WHEN GUARD CLEARS OUT

If ever a guard or corner man finds his defensive man dropping off and clogging up the middle or the pivot area, he's instructed to immediately "clear out" by cutting through and behind the pivot. This immediately clears the area of a defensive player so that a pass and cut can be made by his teammates through this cleared-out area.

One of the foremost attributes that made Rod Hundley an All-American was his ability to adapt quickly to game situations, which is imperative to the success of the free-lance style of play.

Another effective maneuver which this system can incorporate from many different positions is a simple criss-cross by double cutters following a pass to the pivot. This can be done by the two guards or by a guard and a corner man; and is very difficult to cover by any type of man-to-man defense because it has so many options and occurs so quickly.

The essence for the success of this system lies in the fact that the individual players continue to move and maneuver the defense at all times until the defense is caught in a screen or a block or makes an error of omission that the offensive player can instinctively capitalize upon.

This same theory can be used in a double-pivot style of play or advantageously employed to fit specific personnel. In the double-pivot, the writer prefers to station one post in the foul line area and the other on either side of the foul lane near the base line. These men then rotate by either swinging back to the weak side or cutting back to the strong side to screen for the deep man—enabling him to cut out to a position in which he can receive

the pass from one of the three outside men.

The same floor balance incorporated in the single-pivot offense is also essential here. Double cutting off either pivot can also be used very effectively in the double-pivot offense.

This same over-all pattern can also be integrated into the system for meeting zone or combination defenses.

While the writer advocates a free-lance style of play, he realizes that many situations call for a set play or maneuver. These plays can be set up in a time-out so that every player will know his precise assignment. This is particularly necessary in the closing minutes of a game in which a good percentage shot must be obtained.

MAINTAIN TEMPO

It's the writer's belief that once the tempo of a game has been established, that tempo must be maintained throughout the game. This pertains not only to the offense but also to the defense.

Since this section of the country, as previously stated, is primarily fast break conscious, this style of play is integrated into our overall pattern. In short, the running tempo of the fast break is closely related to our free-lance offensive style.

There are no miracle men in the coaching profession; their degree of success is dependent on the available material. Success has been achieved with so many different variations and systems of play that it's impossible to offer any definite conclusions on which system is the most advisable.

As long as the coach and his players believe in their system and have the desire and determination to make that system work, a reasonable amount of success will be enjoyed.

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3 New Books — 1956 Rules

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JOHN L. ADAMS, Ath. Dir.
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BENSON OPTICAL (59)
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DAKON (59)
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DUCOMMUN, M. (70)
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DU PONT (36, 37)
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ELMO (50)
- ☐ Information on Basketball Shooting and Rebounding Rings

FAIR PLAY (67)
- ☐ Information on Electric Basketball Scoreboards

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- ☐ Catalog on Gym-Master Line of Trampolins

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- ☐ Folder, "The Key to Gym Floor Finishing"
- ☐ Manual, "How to Sweep and Mop Floors"

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IMPERIAL KNITTING (77)
- ☐ Information on Award Sweaters

IVORY SYSTEM (Back Cover)
- ☐ Monthly Bulletin, "The Observer"

JAYFRO ATH. SUPPLY (76)
Catalog on
- ☐ Steel Chain Nets
- ☐ Tetherball Sets
- ☐ Aluminum Standards

JENNISON-WRIGHT (21)
- ☐ Information on Kreolite Flexible Strip End Grain Wood Block Flooring

KEENZALES (57)
- ☐ Information on Portable Power Megaphone

LABCRAFT (76)
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- ☐ Literature on Portable, Non-Electric Whirlpool Bath

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MASTER LOCK (55)
- ☐ Catalog of Combination Padlocks

MISHAWAKA RUBBER (32)
- ☐ Basketball Scouting Book

SEE PAGE 80 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

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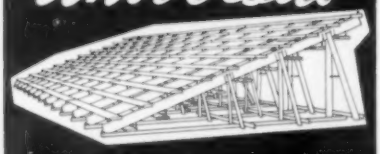

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(See page 79 for other listings)
(Numbers in parentheses denote page on which advertisement may be found)

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- ☐ Information on Basketball Rebounder and Basketball Blinders

NADEN (72)
Electric Scoreboards and Timers
- ☐ Baseball Catalog
- ☐ Basketball Catalog
- ☐ Football Catalog

NATIONAL SPORTS (70)
- ☐ Price Circular on Jim-Flex Gym Mats
- ☐ Circular on Floor and Wall Mats and Covers, Baseball Bases

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- ☐ Featherweight Gym Mat
- ☐ Electronic Coachmaster
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NISSEN TRAMPOLINE (31)
- ☐ New Catalog on Nissen Trampolines

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- ☐ Booklet on All-Glass Banks

OCEAN POOL (16)
- ☐ Catalog on Swim and Pool Equipment

OHIO ATHLETIC SPECIALTY (57, 69)
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- ☐ Information on Football Face Bar

PHARMA-CRAFT (67)
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PROTECTION EQUIP. (57)
- ☐ Information on Polvonite Football Pads
- ☐ Information on Ensolite Gym and Wrestling Mats

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- ☐ Instructor's Manual on Operation of Rifle Club

RIDDELL, JOHN T.
(Inside Front Cover)
- ☐ Information on Quality Line of Football Equip. With New Tubular Face Guard

ROBBINS FLOORING (24)
- ☐ Information on Ironbound Continuous Strip Maple Gym Floors

RONALD PRESS (53)
- ☐ List of Sports and Phys Ed Books

SAFWAY STEEL (1)
- ☐ Catalog on Telescoping Gym Seats

SAND KNITTING (75)
- ☐ Complete Catalog of Athletic Clothing

SCHOOL-AID (42)
- ☐ List of Coaching Aids and Books

SNYDER TANK (61)
- ☐ Information on All-Steel Grandstands

SPALDING & BROS. (45)
- ☐ Catalog

TRAVELRAIN (68)
- ☐ Literature on Automatic Power Sprinkler

UNIVERSAL BLEACHER (80)
- ☐ Catalog of Portable Wood and Steel Bleachers

VETTEX (66)
- ☐ Information on Dentigard (Protective Mouthguard)

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- ☐ Information on Nywool Athletic Socks

WILSON (17)
- ☐ Catalog

WYATT'S PLASTICS (47)
- ☐ Information on Steel-Tip Football Cleat

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SCHOOL _____ ENROLLMENT _____

ADDRESS _____

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ADVERTISERS INDEX

AALCO MANUFACTURING COMPANY 74
ADAMS, JOHN L. 79
AMERICAN PLAYGROUND DEVICE COMPANY 34
AMERICAN WIRE FORM CORPORATION 68
AUDIO EQUIPMENT COMPANY, INC. 15

BEHRENS MANUFACTURING COMPANY INC. 68
BELOIT HOSIERY COMPANY 71
BENSON OPTICAL COMPANY 59
BERLIN CHAPMAN COMPANY 72
BIKE WEB COMPANY 6, 28-29
BLACK STUDIO, INC. 74
BRADLEY WASHFOUNTAIN COMPANY 58
BROWN, M. D., COMPANY 71
BUCKNER MANUFACTURING COMPANY, INC. 77

CHICAGO ROLLER SKATE COMPANY 3rd Cover
CONNOR LUMBER & LAND COMPANY 68
CONVERSE RUBBER COMPANY 25
CYCLOTHERAPY, INC. 43

DAKON CORPORATION 59
DUCOMMUN, M., COMPANY 70
DU PONT, E. I., DE NEMOURS & COMPANY 36, 37

EARLVILLE BLEACHER CORPORATION 80
ELMO MANUFACTURING INC. 50

FAIR PLAY MANUFACTURING COMPANY 67
FENNER-HAMILTON COMPANY 78

GENERAL ATHLETIC PRODUCTS COMPANY 54
GENERAL SPORTCRAFT COMPANY 2

HARVARD TABLE TENNIS COMPANY 27
HILLYARD CHEMICAL COMPANY 4
HOOD RUBBER COMPANY & B. F. GOODRICH 49
HUNTINGTON LABORATORIES, INC. 39
HUSSEY MANUFACTURING COMPANY 75

IMPERIAL KNITTING COMPANY 77
IVORY SYSTEM ..... 4th Cover

JAYFRO ATHLETIC SUPPLY COMPANY 76
JENNISON-WRIGHT CORPORATION 21

KEENZALES ENTERPRISES, INC. 57

LABCRAFT INTERNATIONAL CORPORATION 76
LAURENS LABORATORIES 76
LOU-PEL MANUFACTURING 55

MacGREGOR COMPANY, THE 35
MARBA, INC. 73
MASTER LOCK COMPANY 55
MISHAWAKA RUBBER & WOOLEN MFG. CO. 32
MOHAWK VALLEY SPORTS, INC. 68, 73

NADEN INDUSTRIES 72
NATIONAL SPORTS COMPANY 70
NISSEN TRAMPOLINE COMPANY 31
NURRE COMPANIES, INC. 78

OCEAN POOL SUPPLY COMPANY 16
OHIO ATHLETIC SPECIALTY COMPANY 61, 69

PHARMA-CRAFT CORPORATION 67
PRECISION ATHLETIC GOGGLE COMPANY 74
PROTECTION EQUIPMENT COMPANY 57

RAWLINGS SPORTING GOODS COMPANY 3
REMINGTON ARMS COMPANY, INC. 51
RIDDELL, JOHN T., INC. ..... 2nd Cover
ROBBINS FLOORING COMPANY 24
RONALD PRESS COMPANY 53

SAFWAY STEEL PRODUCTS, INC. 1
SAND KNITTING MILLS CORPORATION 75
SCHOOL-AID COMPANY 42
SEAMLESS RUBBER COMPANY 23
SNYDER TANK CORPORATION 61
SPALDING, A. G., & BROS. 45

TRAVELRAIN POWER SPRINKLER COMPANY 68

UNITED STATES RUBBER COMPANY 41
UNIVERSAL BLEACHER COMPANY 80

VETTEX COMPANY, THE 66

WIGWAM MILLS, INC. 20
WILSON SPORTING GOODS COMPANY 17
WYATT'S PLASTICS, INC. 47

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For Exercise and Recreation

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More youngsters can be *active* in a given area through roller skating than in any other sport...and it's *fun*. Little equipment is needed, little supervision is necessary. That's why more and more schools are making roller skating a definite part of their physical education and recreation programs. Why not inquire today!

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